

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ  
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

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**English for Professional Purposes: Sociology**  
**Англійська мова за професійним спрямуванням: соціологія**

Навчальний посібник для студентів факультету бізнесу та фінансів  
з дисципліни «Іноземна мова за професійним спрямуванням»

Частина I

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В навчальному посібнику подано фаховий текстовий матеріал та систему вправ для формування англомовних комунікативних умінь, що стануть у нагоді майбутнім фахівцям у професійному середовищі.

Призначено для аудиторної та самостійної роботи студентів 1-го курсу, що навчаються за спеціальністю “Соціологія”.

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The course provides students with specialist texts and various activities for developing professional communication skills that the future specialists will need in the workplace.

The book is designed for both classroom and self-study and is addressed to 1<sup>st</sup>-year students of ESP majoring in Sociology.

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## ПЕРЕДМОВА

Навчальний посібник призначено для аудиторної та самостійної роботи студентів 1 курсу, що навчаються за спеціальністю “Соціологія”. Його метою є розвиток навичок та умінь різних типів мовленнєвої діяльності, а саме: читання літератури за фахом, формування комунікативних умінь усного і писемного мовлення в професійному середовищі.

Посібник складається з чотирьох модулів (“Socializing”, “Culture”, “Sociology of Education” та “Social Interaction”), кожен з яких містить шість розділів, що складаються з чотирьох частин для тренування всіх видів мовленнєвої діяльності, а також мовних компетенцій. Вправи, що увійшли до кожного розділу, націлені на досягнення повного і точного розуміння інтернаціональної та професійної лексики, формування умінь виявити головну думку тексту, аналізувати та оцінювати факти, наводити приклади, коментувати інформацію, автоматизацію навичок використання вірних граматичних структур.

Розділ “Self Study” містить велику кількість завдань для самостійного відпрацювання: тексти, тести, граматичні коментарі.

При написанні роботи було використано такі матеріали: 1. Schaefer, Richard T. *Sociology: A Brief Introduction*. – Boston: McGraw Hill, 2000. 2. Levin, Jack. *Sociological Snapshots*, 1996. 3. Zanden, Vander & Wilfrid, James. *The Social Experience: An Introduction to Sociology*. – 2 ed. – New York: McGraw Hill, 1990. 4. Bassis, Michael S. et al. *Sociology: An Introduction*. – New York: McGraw Hill, 1991. 5. Calhoun, Craig. *Sociology*. – New York: McGraw Hill, 1994. 6. King, Jennifer J. *Gender Ideology: Impact on dual-career couples’ role strain, marital satisfaction, and life satisfaction*. –

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# MODULE I

## SOCIALIZATION

### UNIT 1

#### VOCABULARY 1

**1. Look through the following international words from the text. Guess their meaning. Match them to the groups of similar words (a-e):**

human <i>n</i> instinct <i>n</i> personality <i>n</i> perspective <i>n</i> species <i>n</i> .
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- a) context, outlook, overview;
- b) character, nature, temperament;
- c) intuition, natural inclination, sixth sense;
- d) individual, man, person;
- e) sort, kind, variety.

**2. Read the rules about three different types of international words.**

**Which words from Exercise 1 refer to each rule?**

1. *International words* are words in different languages that have similar spelling and meaning.

2. *False friends* are pairs of words that appear similar but in fact they have different meanings in all contexts.

3. *Semi-international words* are pairs of words in two languages that have the same meaning in some, but not all, contexts.

**3. Read the illustrative sentences. Be sure you understand them.**

1. The risk from bird flu is low to most people because the viruses occur mainly among birds and do not usually infect humans. 2. We are naturally social beings, as distinct from animals possessing a herd instinct. 3. A lot of what she does is pure instinct. 4. I'm more like my dad, Mark Gil, because I have his mannerisms and some of his personality. 5. David was sacked because of personality clashes with other club officials. 6. We will review how the phenomenon is treated from a variety of theoretical perspectives.

**4. Use the words from Exercise 1 to complete the sentences.**

1. The questions of the questionnaire are easy – they cover your background, experience and \_\_\_\_\_. 2. Because climate change affects women and men differently, gender \_\_\_\_\_ is essential when discussing climate policy development. 3. How did your weight problem affect your \_\_\_\_\_ and/or self-

esteem? 4. Unlike animals that respond only to their \_\_\_\_\_, man possesses the capacity to think through his options and make a reasonable decision. 5. This prize was awarded to Stephen by a famous television \_\_\_\_\_ Ulrika Johnson. 6. It's necessary to present an anthropological and sociological \_\_\_\_\_ on marriage and child rearing. 7. The disease can be fatal in \_\_\_\_\_. 8. These vaccines were tested safe in primates but killed \_\_\_\_\_.

### **READING**

#### **1. Before you read the text discuss the following.**

1. What makes a person a human being?
2. What factors shape human personality?

### **THE ROLE OF SOCIALIZATION**

Humans, like other mammals, are helpless at birth. Other species have instincts, or unlearned forms of behaviour, that enable the survival of the young. The human infant is highly dependent upon others for satisfaction of basic human needs. Human contact is necessary not only for the infant's physical well-being. It is through socialization that people acquire their personalities and social capabilities.

Socialization occurs through human interactions. We learn a great deal from those people who are most important in our lives – immediate family members, best friends, and teachers. But we also learn from people we see on the street, on television, and in films and magazines. From a microsociological perspective, socialization helps us to discover how to behave 'properly' and what to expect from others if we follow (or challenge) society's norms and values. From a macrosociological perspective, socialization provides for the transmission of a culture from one generation to the next.

But the human personality and self are products not just of the social environment. When explaining human personality and behaviour, one must also take into account inherited traits. Researches had been clashing over the relative importance of biological inheritance and environmental factors in human development for many decades before they acknowledged the interaction of these variants in shaping human development.

The necessity of human contact is shown in studies of social isolates.

**2. Answer the questions based on the text.**

1. Are human infants very strong at birth?
2. Why is human contact so necessary for the human infant?
3. What sociological perspective accounts for the transmission of a culture from one generation to the next?
4. What basic factors influence human personality and behaviour?

**3. Complete the following sentences on the basis of the information given in the text.**

1. Other species survive due to...
2. The socialization process involves...
3. From a microsociological perspective, socialization...
4. After a lot of hot arguments the researchers arrived at a conclusion that...

**SPEAKING**

**1. Discuss in pairs.**

1. What do the scientists mean by biological inheritance?
2. Give the example of conveying inherited traits from generation to generation.
3. Which factors of social environment have the greatest effect on shaping human personality today?

**2. Over to you.**

1. Tell the group what traits you inherited from your parents;
2. Describe the factors of social environment that have greatly influenced your personality and behaviour.

**VOCABULARY 2**

**1. Find words in the text that mean the following:**

- a) manner of conducting oneself (para 1);
- b) a group of people in society who are born and live around the same time (para 2);
- c) a child at the earliest stage of its life; baby (para 1);
- d) communication between or joint activity involving two or more people (para 2);
- e) particular characteristic that can produce a particular type of behaviour (para 3).

## **2. Complete the sentences with the words from Exercise 1.**

1. Some of the best forms of knowledge transfer involve face-to-face \_\_\_\_\_. 2. Who do I contact about my neighbour's anti-social \_\_\_\_\_ ? 3. There were at least three \_\_\_\_\_ – grandparents, parents and children – at the wedding. 4. Greediness is a very unattractive personality/character \_\_\_\_\_. 5. In 1901 \_\_\_\_\_ mortality was 142 deaths per 1000 live births. 6. There were only a few cases of violent \_\_\_\_\_.

## **3. Think of as many related words as you can for the following:**

a) isolate; b) inherit; c) interact.

## **4. Fill in the blanks with the proper related words from Exercise 3.**

I can't think about it in \_\_\_\_\_; I need some examples of the problem.

He was \_\_\_\_\_ from all the other prisoners. An \_\_\_\_\_ is a person who is separated from normal social activity, as through choice, rejection, psychological problems. After all the visitors had left, she experienced a feeling of complete \_\_\_\_\_.

A particular gene is responsible for the \_\_\_\_\_ of eye colour. Some diseases are genetically \_\_\_\_\_. When her father \_\_\_\_\_ the English throne in 1603 she headed south with the rest of the family.

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## **LANGUAGE REVIEW 1**

### **Sentence structure: positive and negative statements**

**1. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object (direct, indirect or prepositional), complement or adverbial.**

1. Laura's boss is very strict. 2. His behaviour gives everyone a headache. 3. She feels quite tired after work. 4. Mike always makes silly mistakes in exams. 5. It gets dark early in winter. 6. Helen often reads fairy stories to her



sister. 7. He doesn't show his papers to anyone. 8. You sound a little discouraged. 9. He never lends me any money. 10. Nothing ever changes.

**2. Mr Atkins is telling his staff what to do. Put in *to* or *for*.**

1. Give these papers ... my secretary. 2. Could you make some coffee ... us? 3. Book a flight ... me, will you? 4. Can you post this cheque ... the hotel? 5. Don't show these plans ... anyone. 6. Leave a message ... Miss Simpson. 7. Fetch the file ... me, could you? 8. Write a memo ... all managers.

**3. Make negative sentences using the negative word given in brackets.**

1. Where is everybody? I don't see anyone here (no-one). 2. He doesn't ever tell anybody about our plans (never). 3. He doesn't drink, smoke or eats meat (neither ... nor). 4. My parents don't go out these days (hardly ever). 5. These suggestions are not very helpful (none of). 6. We don't know anything about her family (nothing). 7. I like his attitude to studies (not ... at all). 8. The country doesn't have any industry (scarcely). 9. They also want to take part in the discussion (not ... either). 10. She is a researcher too. (not ... either.)

**LANGUAGE REVIEW 2**

**Verb tenses: Present Simple**

**1. Study the sentences below and explain the use of the Present Simple.**

1. I usually go away at weekends. 2. What do you suggest? 3. Don't you take sugar in your coffee? 4. How often do you work in the university library? 5. It's Monday tomorrow. 6. Do they know her address? 7. She doesn't take a bus to work. 8. What time does the train leave tomorrow? 9. These plants don't grow in cold climates 10. I declare the meeting open.

**2. Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

1. We (come) from Ukraine. 2. I (not/walk) to work every morning. 3. (you/spend) your holidays in the country? 4. He (not/speak) Spanish. 5. She (enjoy) reading popular science very much. 6. (it/take) you long to get to your office? 7. (you/not/know) the dress code of your company? 8. (he/not read) newspapers? 9. Paul (be) good at mathematics and statistics. 10. I (not/be) keen on playing active sports. 11. (they/be) on business here? 12. (I/not/be) right? 13. (she/not/be) a sociologist like you? 14. He seldom (have) evening meals at home. 15. (you/not have) a photocopier in your office?

## LANGUAGE REVIEW 3

### Pronouns

#### (A) Personal pronouns

##### 1. Fill the blanks with personal object pronouns.

1. Were you at the meeting last Thursday? I didn't see ... there. 2. We want to help you. Please tell ... about your problems. 3. Where's my passport? I can't find ... . 4. They're not married now. She left ... half a year ago. 5. My parents are coming this weekend. Would you like to meet ...? 6. Janet's a nice woman. Do you know ...? 7. I'm not ready. Please give ... some more time. 8. I can't open the door. Could you open ... for me? 9. Those pictures are very nice. How do you find ...? 10. She speaks very quickly. We can't understand ... .

#### (B) Possessive determiners and pronouns

##### 1. Use personal pronouns or possessive adjectives.

1. The boss left an hour ago. I didn't see ... . 2. Bill takes ... music lessons on Monday. It's the only day ... is free after college. 3. When the Browns moved into a new flat, ... gave ... new address, so I could visit ... .

4. The room is on the ground floor; ... windows face the garden. I'm sure you'll like ... . 5. I invite ... to a party at ... place. I hope ... will bring ... husband with ... . 6. My wife likes to visit ... friends who live not far from ... house. 7. Nelly and ... cousin are spending ... holidays in Florida which ... visit every year. 8. No one had ... watch on. 9. Everybody took ... turn. 10. Anybody can bring ... friends with ... . 11. Business has ... laws. If you're not going to keep the appointment, cancel ... . 12. Robert is so secretive. What's ... opinion if it, ... wonder? 13. Ms Jones and Mr Blake are on ... way to the meeting. 14. Fred isn't too particular about ... course paper. You ought to talk to ... right now. 15. We can't yet say what good this information is for ... .

##### 2. Rewrite the sentences using possessive pronouns as in the model.

- Is that **my** newspaper? – Is that newspaper **mine**?

1. It isn't his idea, it's **her** idea. 2. This is a beautiful garden. It's a lot bigger than **our** garden. 3. Can you give this key to Andrew and Sheila? It's **their** key. 4. Whose car is this? – It's **my** car. 5. What a nice picture! Is it **your** picture? 6. Which room is **his** room? 7. Is that man one of **your** friends? 8. We go on holidays with some of **our** friends. 9. Michael often has arguments with one of **his** neighbours. 10. Sometimes they invite some of **their** colleagues to their flat.

**3. Write the correct possessive pronouns or adjectives using the prompts in brackets.**

1. ... printer wasn't working, so I used ... (I/he). 2. ... parents live nearby but ... live somewhere abroad (he/she). 3. Whose camera is this? Is it ... (you)? 4. You know it's not ... money. It's ... (you/I). 5. I don't like ... new lecturer at all. What's ... like (we/you)? 6. I'm afraid this car isn't ... . My parents often lend it to me but it is ... (I/they). 7. ... TV set has a better picture than ... (you/we). 8. Do you have ... pen, or would you like to borrow ... (you/I)? 9. Excuse me, those are ... seats (we). 10. I want to change ... computer. I'd like to buy one like ... (I/you).

**(C) Reflexive and emphatic pronouns**

**1. Study the sentences *a-i* below. State in which of them pronouns are used:**

- 1) to indicate that the subject and the object are the same person;
  - 2) to show that the action of the verb is performed by the subject rather than by someone else (emphatic use);
  - 3) to mean 'alone';
  - 4) to mean 'without assistance'.
- a. Nick entertains himself every weekend.
  - b. The plan itself is good.
  - c. Aren't she pleased with herself?
  - d. We'd like to see it ourselves.
  - e. Did you do all this by yourself?
  - f. She was sitting in the corner by herself.
  - g. Why do you always do everything by yourself?
  - h. She likes living by herself.
  - i. I'd like to see it myself.

**2. Fill the blanks with reflexive pronouns where necessary.**

1. Do help ... to the cakes and juice. 2. We didn't know who that man was. He didn't introduce ... . 3. All my colleges enjoyed ... at our house-warming party. 4. When do you feel ... glad? 5. We usually make redecorations ... . 6. His wife never cooks ... . 7. Look at the kitten! It's washing ... . 8. Where shall we meet ...? 9. John, be careful! Don't hurt ... . 10. I often talk to ... when I'm alone. 11. I don't think she knows many people. When I see her, she always ... . 12. The box is too heavy for me to lift it ... . 13. Do you like working with people or do you prefer working ... . 14. Does he go on holiday ... ? 15. We usually decorate our flat completely ... .

## UNIT 2

### VOCABULARY 1

**1. Guess the meaning of the following international words. Differentiate between semi-international words and ‘false friends’:**

gesture *n* effect *n* emotional *adj* intensive *adj* inadequate *adj* intelligence *n*.

**2. Complete the following sentences with the international words from Exercise 1.**

1. \_\_\_\_ bombing had destroyed the city. 2. We invited our new neighbors to dinner as a \_\_\_\_ of friendship. 3. The child's bad behavior is a result of \_\_\_\_ problems. 4. I felt \_\_\_\_ in my new job, so I left. 5. She put her hands together and bowed her head in that traditional \_\_\_\_ of respect. 6. One of the \_\_\_\_ of bad weather is a poor crop.

**3. Translate the sentences. Pay special attention to the word *intelligence*.**

1. Intelligence is a general mental capability to reason, solve problems, think abstractly, learn and understand new material. 2. We sent out planes to gather intelligence on their radar coverage. 3. He's a child of normal intelligence but he's emotionally immature. 4. Business intelligence refers to company's know-how, intellectual property items, implemented intelligent databases (or knowledge bases), expert management systems, automated control systems, telecommunications networks and Internet technologies. 5. To be good at the game you need a reasonable level of intelligence. 6. John showed high intelligence from an early age. 6. Intelligence sources denied the newspaper reports.

### READING

**1. Before you read the text discuss the following questions.**

1. Do you think that children with no social experience could communicate verbally or by means of gestures with others?
2. Could children secluded from human contact perform such basic functions as walking, feeding, or cleaning themselves?
3. What should they be provided with to learn to behave like humans do?

**2. Read the text to check your ideas.**

## **THE IMPACT OF ISOLATION**

Two classic cases of extreme isolation have been documented by Kingsley Davis. In one case, a 6-year-old girl named Anna was discovered in a Pennsylvania farmhouse attic where her family had been hiding her because she was illegitimate. Fed almost nothing but milk, Anna had received little physical care or emotional attention. When found by a social worker, she could not walk, talk, or take care of her own basic needs. She also showed no signs of intelligence and was totally indifferent to others. Having missed six years of socialization from her family, Anna never smiled or laughed.

After many months of care and training in a special school, Anna learned to wash herself, walk, talk, and play with other children. When she died at the age of 10, she was socially and mentally functioning at about a 2-year-old's level.

In a second case a 6-year-old Ohio girl named Isabelle was discovered living with her deaf mother in a dark room. Unlike Anna, Isabelle had had the advantage of her mother's interaction. Because her mother was deaf, Isabelle did not learn conventional language nor develop speech. But she did communicate with gestures. When found, Isabelle was thought to be deaf because she did not seem to hear words. After a slow start in an intensive training program, Isabelle began rapidly to learn to speak and to put sentences together. One and one-half years later, she had developed an extensive vocabulary and could ask complicated questions. Later she achieved an apparently normal level of development and attended school with other children.

The cases of Anna and Isabelle illustrate the effects of inadequate social interaction on human development. Without care, training, and love from adults, without the social experiences of group life, children are unable to develop a human personality.

### **3. Answer the following questions on the text.**

1. Why was Anna hidden in a farmhouse?
2. In what way did lack of physical care and emotional attention affect Anna?
3. For how long has Anna been kept away from the society?
4. How much time did it take Anna to reach a two-year-old's level?
5. Where was Isabelle found?
6. Was she completely deprived of human interaction?
7. Describe Isabelle's progress while doing an intensive training program.
8. Why are children unable to develop a human personality in certain situations?

9. What facts from the text help to underscore the impact of socialization on human development?

### **SPEAKING**

#### **1. Work in pairs. Discuss the following.**

1. Did both girls have physical and cognitive potential to learn?
2. Why was Isabelle's developmental success greater than Anna's?
3. In your opinion which skills are the most complicated to learn for any child secluded from human contact?

### **VOCABULARY 2**

#### **1. Match the numbered words on list A with their lettered explanations on list B:**

A	B
1) illegitimate	a) difficult to understand or fair
2) advantage	b) a condition giving a greater chance of success
3) deaf	c) traditional and ordinary
4) conventional	d) unable to hear, either completely or partly
5) complicated	e) forbidden by law, not legal
6) attend	f) go officially and usually regularly to a place

#### **2. Now choose the appropriate word to complete the following sentences.**

**You may have to change the form of some words.**

1. \_\_\_\_ weapons are not nuclear. 2. The relationship is a bit \_\_\_\_ – he's my mother's cousin's daughter's child. 3. The \_\_\_\_ of booking tickets in advance is that you get better seats. 4. After all, how do people think who are completely \_\_\_\_ from birth and have never heard a word spoken? 5. The rebels regard the official parliament as \_\_\_\_ . 6. The experience gave him the \_\_\_\_ over me. 7. I \_\_\_\_ the seminars for a month or two.

### **LANGUAGE REVIEW 1**

#### **Sentence structure: interrogative sentences**

#### **(A) Question words: interrogative pronouns and adverbs**

#### **1. Put in correct question words.**

1. ... the nearest bank? 2. ... don't you ask him about it? 3. ... do you go to college? 4. ... do you think of Mike? 5. ... tall is he? 6. ... from here do they live? 7. ... notebook is that? 8. ... money do you have on you? 9. ... time does she get back? 10. ... people work in your company? 11. ... took my umbrella yesterday?

## **(B) Questions**

### **2. Put questions to the underlined words.**

1. They received the fax an hour later.
2. Luisa has a very interesting job.
3. Jill goes to work by bus.
4. He is a very good writer; I try to read all his books.
5. Ann telephoned somebody.
6. She works in a bank.
7. I refused to join them because I was tired.
8. Something strange happened three days ago.
9. Their children go to university.
10. Somebody wants to see her.

## **LANGUAGE REVIEW 2**

### **Verb tenses: Past Simple**

#### **1. Study the sentences below and explain the use of the Past Simple.**

1. We invited them to our house-warming party.
2. They lived in a small village for ten years.
3. Did you go out last night?
4. He entered the room, greeted everybody and asked about the meeting.
5. Didn't you use to have a car?
6. I didn't have time to phone you.
7. She used to practice sports a lot.
8. Where were you on Sunday?
9. It wasn't cold yesterday.
10. I was angry because they were late.

#### **2. Put the verb in brackets into the correct past simple form. Use positive, negative or interrogative structures.**

1. We (ask) them to stay for the weekend but they (refuse).
2. I (knock) at the door of their office but nobody (answer).
3. She (collect) all the questionnaires two days ago.
4. I (not/like) the way he (reply) to me.
5. He (not/know) how to answer that question.
6. He (not/introduce) me to the audience.
7. (they/report) on their progress last term?
8. When (you/interview) the applicants?
9. (they/ not/ call) you the day before yesterday?
10. Why (you/not/attend) the meeting last Friday?

## **LANGUAGE REVIEW 3**

### **Demonstratives: this, these, that, those**

#### **1. Study the sentences (a-j) and complete the rules (1-7) below.**

1. We use ... and ... for things near the speaker. ... goes with a singular or uncountable noun and ... goes with a plural noun.
2. We use ... and ... for things further away. ... goes with a singular or uncountable noun and ... goes with a plural noun.
3. We use ... to introduce people and ... to identify people.
4. On the phone we use ... to say who we are and ... or ... to ask who the person is.
5. ... also mean "near in time" and ... "further away in time".

6. To refer forward to something that is just going to happen or something that we are going to say, we use ....

7. To refer back to something that has just happened or was mentioned, we normally use ....

- a. What was **that** noise? – I didn't hear anything.
- b. Have a look at **this** printout. **These** figures aren't very good.
- c. I'm working as a tourist guide **this** summer. I'm pretty busy **these** days.
- d. I don't like to say **this**, but I'm not happy with the service here.
- e. **That**'s Andrew over there.
- f. Do you remember **that** summer we all went to Spain? **Those** were the days.
- g. Hello? **This** is Laura speaking. Who's **this/that**, please?
- h. They say **this** next programme is quite interesting.
- i. Jake, **this** is my friend Rita.
- j. The biggest problem was the accent. **That** was difficult for me.

### UNIT 3

#### VOCABULARY 1

**1. Look through the following international words. Guess their meaning. Correlate them with the given groups of similar words:**

concept <i>n</i> separate <i>adj</i> initiate <i>v</i> identity <i>n</i> phenomenon <i>n</i> .
--

- a) open, start, begin;
- b) isolated , insulated, autonomous;
- c) idea, theory, notion;
- d) event, fact;
- e) individuality, uniqueness, character.

**2. Read the illustrative sentences. Be sure you understand them.**

1. \_\_\_\_\_ fraud is a 21st century crime effecting more than 100,000 people in the UK every year. 2. There are UFO groups which investigate the UFO \_\_\_\_\_: like the well known BUFORA (British UFO Research Association). 3. Audio programming has become cheap and easy to make and has led to the rapid spread of the podcasting \_\_\_\_\_. 4. Where do some of the fundamental \_\_\_\_\_ of Hinduism come from? 5. These two issues need to be kept quite \_\_\_\_\_ to avoid confusion. 6.



Certain signs of a cultural \_\_\_\_\_ can't be imitated. 7. They decided to \_\_\_\_\_ legal proceedings against the newspaper.

### **3. Complete the sentences with the words from Exercise 1.**

1. Parents can use the site to \_\_\_\_\_ discussion about generation gap. 2. In the early 1980s, US doctors began to notice a strange \_\_\_\_\_. 3. Ethnic festivals contribute greatly to keeping national \_\_\_\_\_. 4. The charity Centre \_\_\_\_\_ a new program. 6. Alfred Adler introduced the \_\_\_\_\_ of the "inferiority complex". 5. The middle school and the high school are in two \_\_\_\_\_ buildings. 7. I have my public life and my private life, and as far as possible I try to keep them \_\_\_\_\_.

### **READING**

#### **1. Before you read the text do the following test to understand your self-portrait.**

Please write 10 answers to the question "Who am I?" Answer as if you are giving the answers to yourself, not to someone else. Do not worry about logic or importance.

#### **2. When you have completed your list, analyze your test as follows:**

1. Place an A next to descriptions that refer to *physical characteristics* such as your build, height, gender, and appearance. The statements should be easily validated using a mirror, yardstick, or scale.

2. Place a B next to references to your *social status*, such as daughter, student, salesclerk, or manager of the baseball team. This category should contain descriptions that are socially defined and validated.

3. Put a C next to your descriptions of your *abstract characteristics* that transcend particular situations, for example, "I am friendly" or "I am a football fan". These are statements that pertain to qualities that differ from one situation to another but that characterize your personal style.

4. Finally, put a D next to statements that are relatively *vague* and *global*, for instance, as "I am a person" or "I am at one with the universe".

When you are finished add up the number of A's, B's, C's, and D's. Statements made in response to the question "Who am I" reflect the different relationships people have with their objective world.

Category A: conceptions of the self as a physical structure in time and space (I am six feet tall), termed *physical*.

Category B: the self identified in terms of positions within social roles and structures (I am a psychologist), termed *social*.

Category C: as a social actor abstracted from social structure (I am not very self confident), termed *reflective*.

Category D: conceptions of the self as abstracted from physical being, social structure and social action, that is to say, non self-identifying statements (I am a human being), termed *oceanic*.

Which category did you use most frequently? Which next, and least?

### **THE SELF AND SOCIALIZATION**

When you were very little, you learned to tell dolls, chairs, trees, and countless other things apart and to designate them symbolically by name. But you did even more. You came to use symbols to designate yourself. By naming yourself as others named you, you created another kind of object – the self. The self is the set of concepts you use in defining who you are. It is the human sense of ‘I’: the awareness you have of yourself as a separate being who is able to think and to initiate action.

In everyday speech, you recognize the existence of the self in such phrases as ‘proud of oneself’, ‘talking to oneself’, ‘losing control of oneself’. In brief, you not only interact with others; you also ‘interact’ with yourself.

The Self is the core of our humanness; it provides us with the capacity to observe, to respond to, and to direct our own behavior. The sense of self distinguishes you as a unique person, different from all others. It gives you a feeling of place in the social and physical world and of continuity across time. And it provides the basis for identity – your answer to the question “Who am I?”

The self represents the sum total of people’s conscious perceptions of their own identity as distinct from others. It is not a static phenomenon but continues to develop and change throughout our lives.

The emergence and gradual development of the self is a central part of the socialization process.

Sociologists and psychologists have expressed interest in how the individual develops and modifies the sense of self as a result of social interaction.

#### **3. Answer the following questions.**

1. What does the idea of the Self involve?

2. How do you recognize the existence of the Self in everyday speech?

3. What provides basis for person's identity?

4. Does the Self remain unchanged through your life?

**4. Complete the following sentences. Use information from the text.**

1. The Self provides us with ...

2. The sense of Self gives you ...

3. The central part of socialization process is ...

4. Social interaction contributes to ...

5. The Self is the core of our humanness because ...

### **SPEAKING**

**1. Pick up all the definitions of the Self from the text. Which explanation is the clearest?**

**2. Describe your own Self. Use the results of the 10 statement test.**

**3. Give the 10 statement test to another person and see how your self-portrait compares to theirs.**

### **VOCABULARY 2**

**1. Match the numbered words on list A with their lettered explanations on list B:**

A

B

1) awareness    a) a way of understanding or interpreting something.

2) existence    b) the process of appearing

3) perception    c) the fact or state of being, living

4) emergence    d. having knowledge of something

**2. Complete the sentences with the words above.**

1. The \_\_\_\_\_ of small Japanese cars in the 1970s challenged the US and European manufacturers. 2. Public \_\_\_\_\_ of AIDS has helped to limit the spread of the disease. 3. Even though he had done nothing illegal, the public's \_\_\_\_\_ was that he had acted dishonestly, and he was forced to resign. 4. Modern cosmology believes the Universe to have come into \_\_\_\_\_ about fifteen billion years ago. 5. These photographs will affect people's \_\_\_\_\_ of war.

**3. Substitute words from the text for the words in bold in the sentences below:**

designate, define, recognize, observe, respond to, direct, distinguish.

1. A man's dress **indicates** his rank and calling. 2. You can **explain** the word *difficult* as 'not easy'. 3. He **admitted** that he was not qualified for the post. 4. Children learn by **watching** adults. 5. The police **react to** emergencies in just a few minutes. 6. Wisdom is profitable **to guide**. 7. It is his Italian accent that **characterizes** him.

**4. In the text of the unit you have come across the verb *tell*. Freely combining with postpositions it may form various phrasal verbs. These sentences will help you understand some of their principal meanings.**

1. I can't **tell** the twins **apart** – they are very much alike. 2. He **told on** his classmate who had cheated on the exam. After that, the classmate was expelled from the college. 3. His extreme nervousness **told against** him in the interview. 4. So, you think you can **tell** heaven **from** hell. 5. I remember my father to be healthy and strong but now age begins to **tell on** him. 6. I was so mad at Bob that I **told him off**. By the end of the day, I had **told off** everyone else, too.

**5. Match the numbered phrasal verbs with their lettered meanings:**

- |                 |   |
|-----------------|---|
| 1) tell against | a) to distinguish   |
| 2) tell on      | b) to give evidence; inform, give away information about somebody |
| 3) tell apart   | c) to testify against   |
| 4) tell from    | d) to differentiate   |
| 5) tell on      | e) to scold someone, to attack someone verbally                   |
| 6) tell off     | f) to affect, to have an impact (on)                              |

**6. Now choose the appropriate postposition to complete the following sentences.**

1. He hurt me that's why I was going to tell father \_\_\_ him. 2. The customer told \_\_\_ the waiter for bringing cold soup. 3. Do you think you can tell the original watch \_\_\_ the imitation? 4. All those late nights are telling \_\_\_ your work. 5. You'd better say nothing until your lawyer comes: everything you'll say now may tell \_\_\_ you.

## LANGUAGE REVIEW 1

### Verb tenses: Future Simple

#### 1. Study the sentences below and explain the use of the Future Simple.

1. I don't think I'll do any work tonight. I'm too tired. 2. Will you come to lunch? – Yes, thank you. I'd love to. 3. Shall I pack up your shopping for you? – Oh, thank you. 4. What will happen, I wonder? 5. That bag looks heavy. I'll help you with it. 6. I'll have some salad, please. 7. I won't tell anyone what happened. I promise. 8. We'll probably be home late this evening. 9. Where will you be this time next year? 10. Shall we go out together? – Good idea.

#### 2. Complete the conversations using prompts and the verbs below:

be (2), rain, have, open, give, help, do, pass, take.
---

1. What would you like? – ... orange juice. 2. Shall we go out tonight? – ... too tired, I think. 3. We've lost the key to the office. – ... to look for it. 4. I'm worried about the exam. – Oh, ... all right. 5. I haven't got any transport. – ... a lift. 6. Will you fix this shelf? – ... in a couple of minutes. 7. The whether doesn't look very good. – Do you think ... ? 8. It's stuffy here. – ... the window? 9. It's a long way from here. – ... a bus? 10. Tom is rather lazy. – Yes, is. I'm sure ... the examination.

## LANGUAGE REVIEW 2

### Sentence structure: There (be)

#### 1. Use the verb *be* in the correct form.

1. There ... an album and two copy-books on the desk. 2. There ... ten chairs and a table in the room. 3. ... there much money in the wallet? 4. How many pages ... there in the book? 5. ... there any news from him? 6. The room seemed empty. There ... hardly any furniture. 7. There ... a lot of summer clothes in this shop last year. 8. In the newspapers there ... lots of information about computers. 9. There ... good as well as useless advice. 10. There ... no means of changing the situation.

## LANGUAGE REVIEW 3

### Pronouns

#### (A) Quantitative pronouns

##### 1. Put in *much, many, a little, or a few*.

1. The receptionist didn't give me ... information. 2. I can lend you ... money until tomorrow. 3. I don't think there are ... mistakes in his report. 4. Only ... students are going to fail the exam. 5. We didn't have ... opportunity to talk to him. 6. There is only ... water in the bottle. 7. I'm sorry, I haven't got ... time. 8. Not ... people come here on Mondays. 9. Only ... employees stayed in the office. 10. Can I ask you ... questions?

##### 2. Complete the sentences with *little or few*.

1. Three mistakes are not many, they are ... 2. Is there really so ... paper left? 3. Unfortunately, they gave us ... information. 4. Very ... people will believe this. 5. She's lucky. She has ... problems. 6. How many copies do we have? – Sorry, very ... 7. Be quick. There's ... time. 8. Most of the town is modern. There are ... old buildings. 9. He isn't popular. He has ... friends. 10. She doesn't want to wait. She's got very ... patience.

##### 3. Choose between *much, many, (a) little and (a) few*.

1. Say ... and do ... 2. He knows ... but the ... he knows he knows well. 3. He is the man of ... words. 4. ... heard about the book, but ... read it. 5. She has very ... knowledge of the matter. 6. There isn't ... harm in it. 7. There are ... things I'd like to add. 8. My engagements were ... and I was glad to accept the invitation. 9. I think that ... rest will be good for you. 10. Very ... people know about it.

#### (B) Indefinite pronouns

##### 1. Put in *some, any, or no*.

1. Are there ... students here from France? 2. There is ... news from Ann, but there is not ... from Maria. 3. If ... difficulties arise, let me know. 4. They have ... really good ideas. Have you got ...? 5. Can ... of you help us? 6. Would you like ... coffee? – ... more, thank you, I've had ... 7. Is there ... one who speaks Chinese? 8. I can't see my briefcase ... where. 9. ... thing tells me you have ... news for me. 10. It's a famous place. ... one can tell you how to get there.

## 2. Complete the sentences with *some, any, no, or none*.

1. Put ... sugar in your coffee, there is ... in it. 2. Have ... salad, it is very good. – No, thank you I don't want ... 3. You may read ... book you like. 4. Can I have ... water, please? 5. Will you have ... more ice-cream? – Thanks, ... more for me. 6. Do they get ... news from him? – No, ... at all. 7. Sugar? – No, thank you. I take ... sugar with my tea. 8. There was ... time left, so we decided not to wait for her. 9. I'm interested in ... information you can give me on this question. 10. I have ... time to speak to you. I'm very busy.

## 3. Complete the sentences using *somebody, something, anybody, anything, nobody or nothing*.

1. The exam was very difficult. ... passed. 2. There's always ... he doesn't understand. 3. Is there ... else you would like to know? 4. I don't want ... at all. 5. Shall we go anywhere for the weekend? – Sorry, we can't. We all have ... to do. 6. ... serious can come out of this. 7. Bob has very important information. It's ... you would like to learn. 8. I'm sure we can do ... under the circumstances. 9. I think there is ... strange about those people. 10. ... ever interests him. 11. Pat, there is ... at the entrance who wants to speak to you. 12. Do you know ... here? 13. ... is here to see you. 14. If ... comes she will give you a call. 15. ... tells me anything.

## UNIT 4

### VOCABULARY 1

#### 1. Guess the meaning of the following international words. Mind the meaning of the 'false friend' *actually*:

context *n*, phase *n*, stage *n*, imitate *v*, symbol *n*, specific *adj*, parallel *adj*, action *n*, actually *adv*.

#### 2. Put the international words above instead of the words and phrases in bold below.

1. The meeting is for the **special** purpose of discussing the merger. 2. She **faked** her mother's signature on the permission form. 3. Some of the younger pop bands try **to take** their musical heroes from the past **as a model**. 4. The virus attacks **particular** cells in the brain. 5. The majority of men put on black ties, and many women also wore some **emblem** of mourning. 6. The project is only in the initial **phase** as yet, but it's looking quite promising. 7.

Sometimes it is difficult to guess the meaning of the word without a **surrounding text**. 8. **In fact**, I didn't see her – I just heard her voice. 9. This problem calls for swift **activities** from the government.

**3. Complete the sentences with the words from Exercise 1.**

1. The money is intended to be used for \_\_\_\_\_ purposes. 2. They produce artificial chemicals which exactly \_\_\_\_\_ particular natural ones. 3. He \_\_\_\_\_ her accent perfectly. 4. Scotland's "stone of destiny" is the most famous \_\_\_\_\_ of both Scottish nationhood & the British monarchy. 5. We're entering a new \_\_\_\_\_ in international relations. 6. The idea of people as autonomous individuals has become something of a mantra in recent years, but in fact most of us make decisions within a social or family \_\_\_\_\_. 7. Large meteorites \_\_\_\_\_ come from the asteroid belt. 8. If you perform negative \_\_\_\_\_, then you will suffer negative consequences and positive consequences will result from positive \_\_\_\_\_.

**READING**

**1. Before you read think of the following.**

1. Do you care much about what other people think of you?
2. Do you try to create certain impressions about yourself in the minds of others?
3. You may be engaged in the same activity when you're alone and when you're watched. Do you think you'll behave differently? Or do you behave in the same way both when you're alone and when you're watched?

**SOCIOLOGICAL APPROACHES TO THE SELF**

**The looking-glass self.** Early in this century, the sociologist Charles Horton Cooley (1864-1929) used the metaphor of a 'looking glass' to describe how our consciousness arises in a social context. He called the looking-glass self that process by which we imaginatively assume the stance (position) of other people and view ourselves as we believe they see us. Our ability to take the perspective of another person – to be an audience to our own actions – is a basic requirement for all social behavior. It is the foundation of role playing. As sociologist Albert K. Cohen observes: "We cannot really tell whether we are 'leaders', 'glamour girls', 'pool sharks', or



‘brains’ without venturing into the icy waters of social interaction, trying our hand at the role, and seeing how others respond.”

The process of developing a self-identity or self-concept has three phases. First, we imagine how we present ourselves to others – to relatives, friends, even strangers on the street. Then we imagine how others evaluate us (attractive, intelligent, shy, or strange). Finally, we develop some sort of feeling about ourselves, such as respect or shame, as a result of these impressions.

A subtle but critical aspect of Cooley’s looking-glass self is that the self results from an individual’s ‘imagination’ of how others view him or her.

**Stages of the Self.** George Herbert Mead developed a useful model of the process by which the self emerges, defined by three distinct stages.

During the preparatory stage, children merely imitate the people around them, especially family members with whom they continually interact.

As they grow older, children become more adept at using symbols to communicate with others. Symbols are the gestures, objects, and language that form the basis of human communication. Mead was among the first to analyze the relationship of symbols to socialization. As children develop skill in communicating through symbols, they gradually become more aware of social relationships. As a result, during the play stage, the child becomes able to pretend to be other people.

In Mead’s third stage, the game stage, the child of about eight or nine years old no longer just plays roles but begins to consider several actual tasks and relationships simultaneously. At this point in development, children grasp not only their own social positions, but also those of others around them.

**Presentation of the Self.** The heart of Erving Goffman’s analysis is the process he called the presentation of self, which means the ways in which individuals attempt to create specific impressions in the minds of others. This process is also called impression management. In examining such everyday social interactions, Goffman makes so many explicit parallels to the theater that his view has been termed the dramaturgical approach. According to this perspective, people resemble performers in action. For example, a clerk may try to appear busier than he or she actually is if a supervisor happens to be watching. A customer in a singles’ bar may try to look as if he or she is waiting for a particular person to arrive.

Goffman has also drawn attention to another aspect of the self – face-work. An individual has to initiate face-saving behavior if the self suffers because of embarrassment or some form of rejection.

**2. Answer the following questions.**

1. What process is called a ‘looking-glass self’?
2. What is the foundation of role playing?
3. Do you agree with Albert K. Cohen’s opinion?
4. Describe a process of developing a self identity.
5. What does the presentation of the Self mean?
6. Why does Goffman think people resemble actors?
7. What examples does the text give to explain dramaturgical approach perspective?

**3. Complete the following sentences.**

1. The preparatory stage of the Self involves ... .
2. During the play stage of the Self, the child becomes able to pretend to be other people because ... .
3. In the third stage of the Self children ... .

**SPEAKING**

**1. Describe the process of developing a person’s self-identity in accordance with three phases of a mental process called ‘looking glass self’ in the following cases.**

1. A person may believe that he/she has been putting on weight and has become ‘fat’;
2. A student may react strongly to a teacher’s criticism and decide (wrongly) that the instructor views the student as stupid.

**2. Match the following examples to the Mead’s stages of the self.**

1. A small child bangs on a piece of wood while a parent is engaged in carpentry work.
2. Just as an actor “becomes” a character, a child becomes a doctor, parent, superhero or ship captain.
3. In a football game the players must understand their own and everyone else’s positions.

**3. In response to a rejection at the singles' bar, a person may engage in face-work. What would he say to save his face?**

## **VOCABULARY 2**

### **1. Match the following sociological terms to their definitions:**

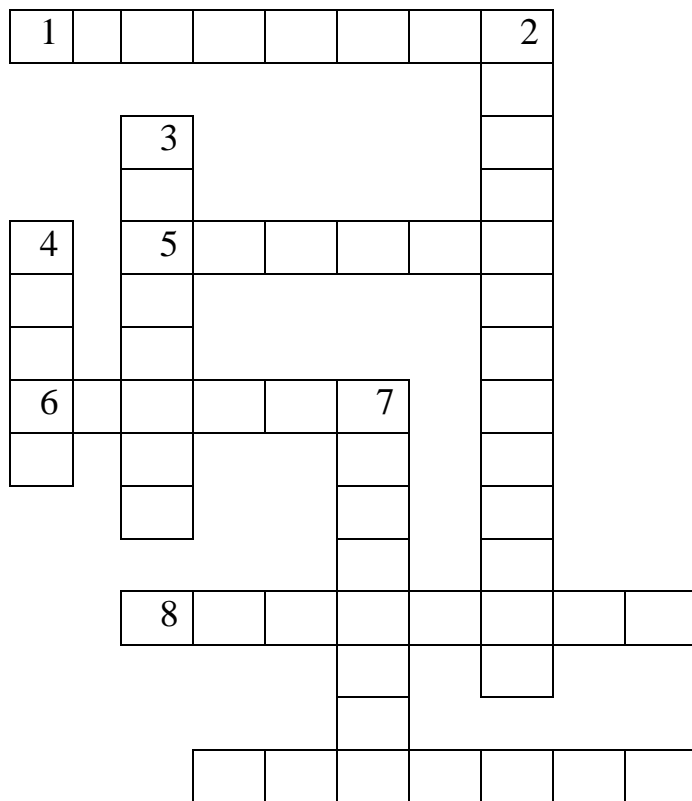
- |                           |   |
|---------------------------|---|
| 1) dramaturgical approach | a) the process through which people try to control the impressions other people form of them. It is an attempt to <u>influence</u> the <u>perceptions</u> of other people about a person; a process by which people in social situations manage their dress, words, and gestures to correspond to the impressions they are trying to make |
| 2) impression management  | b) the whole set of attitudes, opinions, and cognitions that a person has of himself  |
| 3) looking-glass self     | c) our perception of how other people perceive and evaluate us; the self-image an individual forms by imagining what others think of his or her behavior and appearance   |
| 4) consciousness          | d) the conscious recognition of the self as having a unique identity  |
| 5) self-identity          | e) an alert cognitive state in which you are aware of yourself and your situation   |
| 6) self-concept           | f) a perspective that regards social life as a theatre, people as actors, their actions as performance, social roles as theatrical roles and social environment as an audience  |

### **2. Translate the sentences paying special attention to the sociological terms.**

1. A waiter may 'not see' a customer who wants more coffee if the waiter is on a break. Sociologist Erving Goffman examined such behavior using the dramaturgical approach. 2. The concept of looking-glass self means that just like the reflections in a mirror, the self depends on the perceived responses of others.

3. The victim, Michelle Taliman, regained consciousness and was transported to Guam Memorial Hospital for treatment. 4. Sarcastic people tend to be heavy into impression management, always trying to sound smart or witty. 6. Parents know that discipline is not the enemy of their child's self-concept. Discipline is a critical attribute that, if eliminated from a child's life, will lead them to ruin. 7. Phinney considers ethnic identity as being part of one's self-concept. Namely, ethnic identity is manifested in one's self-concept by way of knowledge of group membership and an affirmation, sense of belonging, and commitment to that membership. 8. Researchers from Pennsylvania State University examined the relationship between weight status and self-concept in a group of girls five years of age. 9. Research suggests that regular physical exercise can decrease stress, improve self-concept, provide an outlet for socializing and decrease symptoms of depression.

### 3. Use the clues to complete the puzzle.



#### Across

- 1) to judge the quality, importance, amount or value of something
- 5) to experience physical or mental pain
- 6) small but important
- 8) the group of people together in one place to watch or listen to a play, film, someone speaking, etc.
- 9) to try to do something, especially something difficult

#### Down

- 2) confusion
- 3) to be similar to
- 4) to understand something, especially something difficult
- 7) clear and exact

#### **4. Complete the sentences with the words from the puzzle.**

1. After the earthquake, the city \_\_\_\_\_ a battlefield. 2. She lectures to \_\_\_\_\_ all over the world. 3. It's impossible to \_\_\_\_\_ these results without knowing more about the research methods employed. 4. Don't \_\_\_\_\_ to do these tricks at home. 5. I gave her very \_\_\_\_\_ directions how to get here. 6. I don't like making speeches in public because of \_\_\_\_\_. 7. The \_\_\_\_\_ nuances of English pronunciation are hard to master. 8. The Government has acknowledged that homelessness is a problem but it has failed to \_\_\_\_\_ the scale of the problem. 9. If you're not happy with it, you should complain. Don't just \_\_\_\_\_ in silence.

#### **LANGUAGE REVIEW 1**

##### **Verb tenses: Present Continuous**

##### **1. Study the sentences a-d below. Which one describes:**

- 1) actions which are happening right now;
  - 2) temporary activities that are happening in a period around now but not necessarily at the moment of speaking;
  - 3) changes happening around now;
  - 4) personal arrangements and plans?
- a. Linda wants to work in Italy, so she's learning Italian.  
b. Please don't make so much noise. I'm working.  
c. I'm not working tomorrow, so we can go out somewhere.  
d. The cost of living is increasing. Every year things are more expensive.

##### **2. Complete the sentences with one of the following verbs in the correct form:**

get, rain, help, have, speak, look, leave, enjoy, change, work.
---

1. Where are Brian and Steve? – They ... a talk with clients. 2. Let's go out now. It ... any more. 3. Hello, Sarah. ... you ... the party? 4. You ... hard today. – Yes, I have a lot to do. 5. I ... for Christine. Does anybody know where she is? 6. The world ... . Things never stay the same. 7. Paul and Ann have had an argument. They ... to each other. 8. What time ... they ... tomorrow? 9. Some colleagues of mine ... me to conduct the survey. 10. The economic situation is already very bad and it ... worse.

##### **3. Say what was going on in your office when the boss came in.**

- The secretary, to chat with a friend. – *The secretary was chatting with her friend.*
1. The programmer, to play computer games
  2. Derek and Mike, to listen to pop music
  3. Helen and Mary, to look through fashion catalogues
  4. Martha, to copy files from the boss's computer
  5. Thomas and I, discuss last Friday's football match.

## LANGUAGE REVIEW 2

### Be going

#### 1. Study the sentences (a-f) below. Which of them describe:

- 1) future arrangements, i.e. things that people intend to do;
  - 2) future happenings, i. e. something that the present situation helps you to predict.
- a. My friend Robert is going to take a new job.
  - b. Be careful! You're going to fall.
  - c. What exactly are they going to do?
  - d. Look at those black clouds! It's going to snow.
  - e. We're not going to approve of the idea.
  - f. It's 8.50 already. He's going to be late for work.

#### 2. Use either *Present Continuous* or *be going to*. Give two variants where possible.

1. We (visit) our colleagues tomorrow.
2. How many people (arrive) today?
3. We (have) a Chinese meal tonight.
4. They (buy) some new office furniture next week.
5. The new government (have) a lot of problems.
6. We (stay) at home this weekend.
7. Be careful with that device! You (break) it.
8. My friends (come) to my place on Friday.
9. Who (tell) him the news?
10. Hurry up! We (miss) the train.

#### 3. Put the verbs in brackets into the correct form. Use either *Future Simple* or *be going to*.

1. (you/come) to my house, please ?
2. Look at that tree! It (fall) down.
3. Can you help me? This letter is in French. – Certainly. I (translate) it for you.
4. We (spend) the weekend in the country.
5. The sky is very dark. It (rain).
6. (he/take part) in the competition?
7. I'm sure she (forget) about your warning.
8. I (leave) for home. – Wait a minute and I (come) with you.
9. She (buy) her son a computer game for his birthday.
10. Do you think it (take) you much time to do the work?

## LANGUAGE REVIEW 3

### Noun

#### (A) Plurals

##### 1. Rewrite the words in the plural form and read them aloud:

a) shop, bridge, dictionary, potato, sandwich, play, belief, roof, bus, factory, reading-room, table, taxi, family, valley, tomato, city, spoonful, stop, journey;

b) scarf, man, mouth, house, woman, thief, postman, mouse, life, grown-up, editor-in-chief, passer-by, leaf, tooth, shelf, child, knife, piano, mother-in-law, man-servant, woman-doctor;

c) calculus, matrix, antenna, basis, formula, curriculum, species, medium, index, phenomenon, appendix, analysis, stimulus, crises, nucleus, series, datum, criterion, dogma, focus, means, bureau.

#### (B) Subject-Verb Agreement

##### 1. Use the verbs in the correct (singular or plural) form.

1. Good advice (help) a lot. 2. Now many items of information (be) there in your table? 3. The data (be) not accurate. 4. Mathematics (be) one of my favourite subjects when I was at school. 5. The goods (arrive) to the warehouse every two days. 6. Your clothes (hang) on the chair. 7. My watch (be) five minutes fast. 8. No news (be) good news. 9. His hair (need) cutting badly. 10. Money alone (do) not make you happy.

#### (C) Possessive Case

##### 1. First study the following examples.

The woman's opinion, Sarah's passport, Jack and Jill's wedding, the cat's mat, the name of the man who lent us the money, the door of the garage, the bottom of the page, the government's decision/the decision of the government, Italy's largest city, my sisters' room, the Carters' house, the men's changing room, next week's meeting, a week's journey, three months' holiday.

##### Now complete the rules:

- 1) **'s** is usually used ...;
- 2) **-s'** is used ...;
- 3) **of** is usually used ...;
- 4) either **'s** or **of** can be used ... .
  - a) for people and animals;
  - b) for things, ideas etc.;
  - c) after a singular noun;

- d) after a plural noun;
- e) for an organization;
- f) for places;
- g) with time expressions;
- h) when a plural noun doesn't end in -s;
- i) when a noun has a long right attribute.

**2. Join the two (or three) nouns. Use -s, -s or of:**

1) the owner/that house; 2) the nephew/ Kate; 3) the briefcase/that man; 4) the top/the page; 5) the son/Charles 6) the cause/problem; 7) the newspaper/yesterday; 8) the birthday/my niece; 9) the name/this street; 10) the toys/children; 11) the new manager/the company; 12) the results/our experiments; 13) the car/their neighbors; 14) the ground floor/the building; 15) colleagues/John and Mary; 16) the economic policy/the government; 17) the husband/Patricia; 18) the wife/the man sitting in front of us; 19) the wedding/the friend/Helen; 20) the car/the parents/Steve.

**3. Write a new sentence beginning with underlined words.**

1. The meeting tomorrow will start at 3 p.m. 2. The events last week aroused a lot of rumours. 3. The only cinema in the town is going to close down. 4. Exports from Britain to that country are falling. 5. Tourism is the main industry in the region.

**4. Translate these word combinations.**

Син мого знайомого, дочки моєї подруги, діти наших друзів, книга нашого викладача, друг моєї сестри, друзі мого брата, батьки моїх друзів, один з моїх колег, одна з машин його дядька, кімната мами і папи, студентське життя, будинок її родичів, чоловіки цих жінок, в гостях у моєї тітки, двогодинна поїздка, тижнева відпустка, півгодинна прогулянка, вчорашня газета, сьогоднішні новини, тижневий термін, хвилинна зупинка, населення Європи, національне надбання.

**(D) Noun Compounds**

**1. Translate these noun compounds.**

A bank manager, a road accident, income tax, the city centre, a television programme, language problems, a shopping bag, a system model, a control system, an argument force, the hotel reception desk, a table tennis table, World Swimming Championship, birth control devices, a plant construction project, a three-hour journey, a ten-pound note, two 14-year-old girls, a three-page letter, a four-week English course.



## 2. What do we call these things and people?

1. A ticket for a concert is a ... 2. The results of your examinations are your ... 3. Somebody whose job is to inspect factories is a ... 4. Insurance for a car is ... 5. A request for help is a ... 6. Photographs taken on our holiday are our ... 7. The table in the dining-room is a ... 8. A headline in a newspaper is a ... 9. A crisis in government policy is a ... 10. A question that has two parts is a ...

## UNIT 5

### VOCABULARY 1

**1. Explain the meaning of the following international words. The definitions a-e may be helpful:**

aspect <i>n</i> campus <i>n</i> therapy <i>n</i> stress <i>n</i> transform <i>v</i> .
---

- a) to change completely;
- b) the buildings of a college/university and the land that surrounds them;
- c) a distinct feature or element;
- d) great worry caused by a difficult situation;
- e) a treatment which helps someone feel better, grow stronger, etc.

**2. Complete the sentences with the words from Exercise 1. Sometimes you'll have to change the form of the word.**

1. Joining a club can be a \_\_\_\_\_ for loneliness. 2. The reorganization will \_\_\_\_\_ the British entertainment industry. 3. Which \_\_\_\_\_ of the job do you most enjoy? 4. Have you thought about the problem from every \_\_\_\_\_? 5. Computers have \_\_\_\_\_ the way work is done. 6. There's accommodation for about five hundred students on \_\_\_\_\_. 7. Yoga is a very effective technique for combating \_\_\_\_\_. 8. Freshmen at many universities are not allowed to live off \_\_\_\_\_. 9. A farmer has to handle various \_\_\_\_\_ of the business. 10. People under a lot of \_\_\_\_\_ may experience headaches, minor pains and sleeping difficulties.

### READING

**1. Before you read the text think of the following.**

1. When you were a child, did you rehearse for becoming a first-year pupil?

2. What did you do to choose the university to study in? (look at publications, campus visits, using the web, etc.)
3. When you played with other children, did you rehearse different social roles?
4. What games did you play? What parts in these games did you act?

### **ANTICIPATORY SOCIALIZATION**

The development of a social self is literally a lifelong transformation that begins in the crib and continues as one prepares for death. Two types of socialization occur at many points throughout the life course: anticipatory socialization and resocialization.

Anticipatory socialization refers to the process of socialization in which a person ‘rehearses’ for future positions, occupations, and social relationships. Preparation for many aspects of adult life begins with anticipatory socialization during childhood and adolescence and continues throughout our lives as we prepare for new responsibilities. You can see the process of anticipatory socialization taking place when high school students start to consider what colleges they may attend. Traditionally, this meant looking at publications received in the mail or making campus visits. However, with new technology, more and more students are using the Web to begin their college experience. Colleges are investing more time and money in developing attractive Web sites. Students will be able to take ‘virtual’ campus walks and hear audio clips of everything from the alma mater to a sample zoology lecture.

Occasionally, as we assume new social and occupational positions, we find it necessary to unlearn our previous orientation. Resocialization refers to the process of discarding former behavior patterns and accepting new ones as part of a transition in one’s life. Often resocialization occurs when there is an explicit effort to transform an individual, as happens in reform schools, therapy groups, prisons, religious conversion settings, and political indoctrination camps. The process of resocialization typically involves considerable stress for the individual.

#### **2. Answer the following questions.**

1. For how long does a person develop his social self?
2. How do the sociologists define the term ‘anticipatory socialization’?
3. Why is anticipatory socialization so important for every person?
4. Why does a person sometimes

find it necessary to unlearn his previous orientation? 5. How is the term 'resocialization' defined?

**3. Complete the following sentences using information from the text.**

1. A person may experience two types of socialization – ... . 2. One example of anticipatory socialization process is ... . 3. The examples of resocialization are ... .

**SPEAKING**

**1. In what way do you rehearse for your future occupation?**

**2. Discuss a situation in your own life, or the life of a close friend or family member, when resocialization occurred.**

**VOCABULARY 2**

**1. Match the terms (1-7) to the definitions (a-g):**

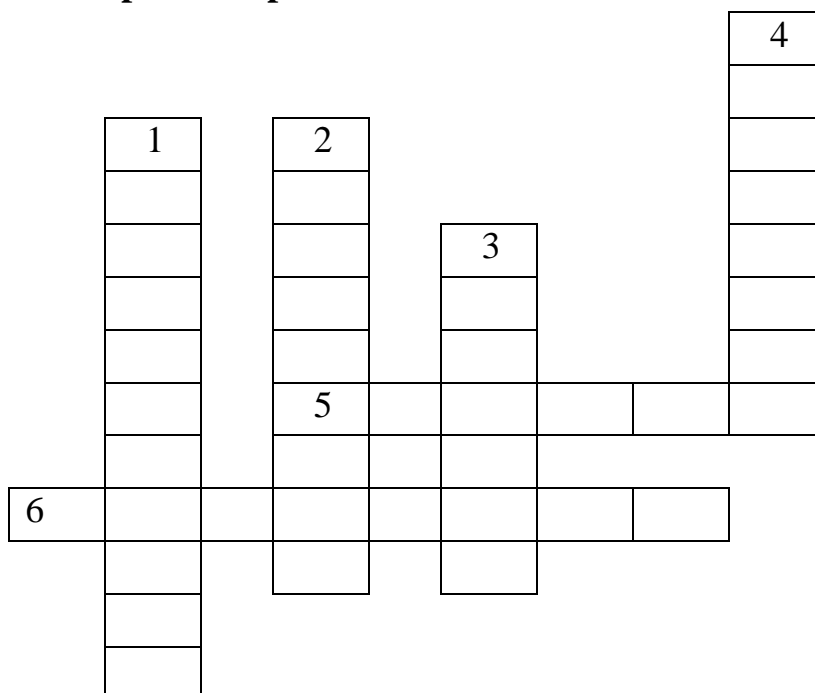
- |                               |   |
|-------------------------------|---|
| 1) anticipatory socialization | a) teaching someone to accept doctrines uncritically  |
| 2) resocialization            | b) adoption of new religious beliefs that differ from the person's previous beliefs.                                |
| 3) indoctrination             | c) the process of discarding former behavior patterns and accepting new ones as part of a transition in one's life. |
| 4) reform school              | d) the process of learning how to perform a role attached to a status we do not yet occupy.                         |
| 5) religious conversion       | e) correctional institution for the detention and discipline and training of young or first offenders               |

**2. Translate the following sentences containing some terms from Exercise 1.**

1. Indoctrination is often distinguished from education by the fact that the indoctrinated person is expected not to question or critically examine the doctrine they have learned. 2. By the time he was 11, he had run away from home twice, often after his father threatened to kill him and threw knives at him. He was put in a juvenile home for 'family problems' and later sent to

reform school, where he was mentally and physically abused. 3. Muslim religious extremists pursue 'love jihad' to convert to the Muslim religion. As a result around 4,000 girls have been subjected to religious conversion since 2005 after they fell in love. 4. There's a lot of brain washing in those indoctrination camps.

**3. Complete the puzzle. Use the clues below.**



**Down:**

- 1) the period between being a child and being a grown person
- 2) place where somebody was educated: the school, college, or university that somebody formerly attended

- 3) get rid of as useless
- 4) clear and fully expressed

**Across:**

- 5) believe, admit, agree
- 6) practise (a play, concert, etc.), in preparation for public performance

**4. Use some of the phrases from Exercise 2 in the following sentences.**

1. On her way to her interview she silently \_\_\_\_\_ what she would say.
2. Our manager was quite \_\_\_\_\_ about her expectations of the team, and we all know what we need to accomplish today.
3. Hwang succeeded in cloning a dog. He named it Snuppy after Seoul National University, his \_\_\_\_\_.
4. The

horse was owned by Peter Willmott at the start of his racing career, named after his \_\_\_\_ \_\_\_\_, Williamstown College. 5. Customers who have purchased the affected products should \_\_\_\_ any unused portions or bring their purchase receipt to Giant Food for a full refund. 6. We \_\_\_\_ weekly in central Birmingham on Tuesdays – 6.30 to 8.30pm. 7. He was quite \_\_\_\_ about the matter – he left no doubt about what he meant. 8. After graduating from Redford Union and earning a teaching certificate from Eastern Michigan University, he returned to his \_\_\_\_ \_\_\_\_ where he taught for 33 years.

**5. Match the right and the left hand columns to make noun-noun partnerships which occur in the text. Use some of the phrases in the sentences of your own.**

campus	camp
college	lecture
zoology	groups
campus	school
behaviour	experience
therapy	walks
reform	pattern
indoctrination	visit

**6. Practice a cinquain with active nouns from the text.**

e.g. Campus *n*.

Meaning: the university territory.

Adjectives: large, international.

Verbs: live, study , communicate.

Sample sentences: A campus includes libraries and lecture halls.

## LANGUAGE REVIEW 1

### Verb tenses: Past Continuous

**1. Study the sentences below and explain the meaning of the Past Continuous.**

1. When I last saw him, he was trying to find a job. 2. While Carol was packing things, I was doing some shopping. 3. I saw you in the park on Monday. You were sitting on the bench and reading a book. 4. John was waiting for me

when I arrived. 5. This time last June we were staying in Berlin and taking part in a conference.

**2. Complete the conversation using the past continuous forms.**

Jessica: I (look) for you yesterday morning, Vicky. I'm afraid I've broken the calculator.

Vicky: Oh no! What (you/do)?

Jessica: I (take) it to my study. I bumped into Tom. He (come) out just as I (go) in.

Vicky: I expect it was your fault. You (not/look) where you (go).

Jessica: Sorry. I'll buy you another as soon as I have some money.

**3. Put the verbs into the correct form, *Past Simple* or *Past Continuous*.**

1. I (see) him in the street the day before yesterday. He (hurry) somewhere. 2. She (walk) home when she (meet) Dave. 3. The television (be) on but nobody (watch). 4. I (meet) Tom at the airport a few weeks ago. We (have) a chat while we (wait) for our flights. 5. At 8 o'clock yesterday evening they (have) dinner with some friends. 6. Michael (fall) asleep while he (read) a book. 7. (you/go) out last night? – No, I was too tired. 8. What (you/do) at 10 o'clock Last Friday? 9. How fast (you/drive) when the accident (happen)? 10. We (be) in a very difficult position; we (not/know) what to do.

**LANGUAGE REVIEW 2**

**Pronouns**

**Defining pronouns**

**1. Complete these sentences with *all*, *everything*, *everyone* or *everybody*.**

1. He didn't say where he was going. ... he said was that was going to be quick. 2. ... was very kind to us. They did ... everything they could to help us. 3. Why are you always thinking about money? Money isn't ... . 4. I can't stand him. He disagrees with ... I say. 5. Ann told me ... about her new job. 6. Can ... write their names on a piece of paper, please? 7. Some wives don't do any of the housework. Their husbands do ... . 8. I can't lend you any money. ... I have on me is a pound and I need that. 9. Jill is a nice girl and efficient secretary. ... likes her. 10. We didn't spend much time in the supermarket. ... we bought was a bottle of water.

## 2. Supply the appropriate word out of those given in brackets.

1. I can give you only this dictionary; I have no (another/other). 2. Ken lost his wallet yesterday and needs to buy (another/other). 3. I see only five copies here. Where are (the other/the others)? 4. Will you kindly give me (another/the other) issue of the magazine? 5. There were a lot of people in the hall; some were reading, (others/the others) talking. 6. Two of the company left, (others/ the other) stayed for the night. 7. He is one of the best of all (other/the other) managers in our company. 8. There are six offices in the building. (Each/Every) has its own entrance. 9. I travel (each/every) day. 10. We have (each/every) our own desk at work.

## 3. Complete these sentences with *either*, *neither*, or *both*. Use *of* where necessary.

1. Do you want tea or coffee? – ... I really don't mind. 2. Where's Michael? Is he at work or at home? – ... He's away on business. 3. There are two copies here. Do you mind which I take? – No, take ... . 4. Where did you go for your holidays – France or Italy? – We went to ... . A week in France and a week in Italy. 5. When shall I call you – morning or afternoon? – ... I'll be in all day. 6. What day is it today – the 15<sup>th</sup> or the 16<sup>th</sup>? – ... It's the 17<sup>th</sup>. 7. I tried twice to phone George but ... times he was out. 8. ... Pat's parents are from New York. 9. ... Tom's parents is English. His father is Polish and his mother is French. 10. I have two sisters and a brother. My brother works but ... my sisters are students.

## LANGUAGE REVIEW 3

### Numerals

1. Look at the five lists of numbers and choose a term from the box that describes each one. Add the next numbers to each sequence:

cardinal numbers, ordinal numbers, decimal numbers, fractions percentages.
--

- 1) 0, 15, 30, 45 ...;
- 2) 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ...;
- 3)  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , 1,  $\frac{1}{3}$ ,  $\frac{2}{3}$  ...;
- 4) 0.25, 0.50, 0.75 ...;
- 5) 9%, 18%, 36% ... .

**2. Look at the written form of the dates, times, money and dimensions. Say them aloud:**

- 1) 21.10.2002, 14.12.1985, 1.5.1800, 9.3.2010, 8.7.1893;
- 2) 7.05 p.m., 3.45, 4.15, 9.35, 12.30, 3.55;
- 3) €100, \$101, ¥1,000, €1,101, £5,000, \$1,000,000, £1,000,000,000;
- 4) 10cm, 1,000kg, 1000cm<sup>2</sup>, 5.8km, 15m, 4g.

**3. Write the numbers in these sentences in words.**

1. In some countries higher earners pay out 2/3 of their salary in tax.
2. Give me a ring. My number is 832944.
3. He was born in Italy in 1900.
4. Her birthday is on August 5.
5. Last week, they announced a 1.5% reduction in prices.

#### **LANGUAGE REVIEW 4**

##### **One**

**1. Study the sentences below and comment on the use of *one*.**

1. Do you have any books on gardening? I'd like to borrow one. 2. There are only white envelopes left. We have used all the coloured ones. 3. Can one play tennis by oneself? 4. Only one person came. 5. Which key do you want? – The one that is lying on the table. 6. I've got several booklets. Which one /which ones would you like? 7. One can't always get what he wants. 8. To do something oneself is often easier than getting someone else to do it. 9. One should do one's duty. 10. There were three letters and one of them was for you. 11. There is one thing to sort out before I live. 12. The problem is one that caused us a lot of trouble. 13. This box is a bit small – have you got a slightly bigger one? 14. One of my favourite books as a child was *Treasure Island*. 15. Great pictures make one think. 16. Haven't you got a mobile phone? You should buy one. 17. One would rather have a study to oneself. 18. If necessary, one can always consult a dictionary. 19. It makes one wonder if the government know what they are doing. 20. The train was crowded, so we decided to catch a later one.

**2. Put in *one/ones* where necessary.**

1. I'd like you to meet our new secretary. – Is she the ... who joined us last week? 2. I'd like to test-drive one of these cars. – This ... or that ...? 3. Which monitor are you going to buy? – The largest ... 4. Take away those dirty



cups and get some clean ... . 5. Which car do you prefer? – The red ... . 6. Here are the journals. These are the ... you asked for. 7. Which computer did you use? – The ... that is in your office. 8. Two of those articles will be useful for you. – Which ...? 9. Which client did you meet? – The ... who is from Milan. 10. I'd like to buy one of these magazines. Please give me the latest ... . 11. This copy is torn. Bring me another ... . 12. Which is my seat? – Take the ... that is nearest to you. 13. There are two vacant tables over there. Which ... will you occupy? 14. You asked me to get you a reference book. Is this the ... you wanted? 15. I've got enough bad news. Give me no more ... .

**3. Complete the sentences with *one, you, people, we* or *they* meaning 'people in general'. Variants are possible.**

1. ... can never be too careful. 2. He marketed some of his inventions and made a fortune, ... say. 3. ... can be really cruel sometimes. 4. Do ... have the right to destroy the world in which ... live? 5. ... live in a complex world. 6. I don't care what ... think. 7. ... can never be sure what he'll do the next moment. 8. ... say it's bad luck to spill salt. 9. ... have to be careful with people you don't know. 10. If you are not known to the Bank, ... usually require someone to speak for you.

## UNIT 6

### VOCABULARY1

**1. Look through the following international words. Explain the reason for dividing them into two groups:**

- a) agent *n*, clique *n*, volunteer *n*, creative *adj*;
- b) convert *v*, explicit *adj*.

**2. Put the international words above instead of the words and phrases in italics below.**

1. What's the formula for *changing* pounds into kilos? 2. The program demands that students are well-organized, committed and *producing original and unusual ideas*. 3. *Active forces* of socialization are the people and groups that influence our self-concept, emotions, attitudes, and behavior. 4. My father became *a person who changed his beliefs* to Roman Catholicism, so he and my mother could raise children together in the same faith. 5. Our manager was quite

*direct* about her expectations of the team, and we all know what we need to accomplish today. 6. She was very *clear* about what she thought was wrong with the plans. 7. Virginia is proud to belong to *an exclusive circle* of rich students at a private school called 'The Top 10'. 8. Since it would be a highly dangerous mission, the Lieutenant asked for *those who will perform it willingly and without being paid*. 9. The Priory School closed in 1977 and *was changed* into apartments. 10. I gave her very *exact* directions how to get here.

### **3. Complete the sentences with the words from Exercise 1.**

1. The struggle between the militarist \_\_\_\_\_s is destroying what remains of the unity of the country. 2. NESTA's Fellowship is the project for young people and it supports exceptionally \_\_\_\_\_ young people aged between 10 and 21 years old. 3. We can also \_\_\_\_\_ existing digital data to meet the specifications of a new system. 4. It's a \_\_\_\_\_ army with no paid professionals. 5. In order to satisfy this demand E-commerce 123 has gathered a team of highly experienced \_\_\_\_\_ website developers. 6. Since interactive toys can serve as \_\_\_\_\_ of socialization, the drawbacks can lead to special problems as children develop and seek information about how to behave in everyday situations. 7. He was not very \_\_\_\_\_ about when he was planning to visit me. 8. Against us we have a well-organised \_\_\_\_\_, with its hands on the apparatus of power.

### **READING**

#### **1. Before you read the text answer the questions.**

1. In your opinion, which agent of socialization is the most important?
2. Which of the agents of socialization has influenced you the most?
3. As the agent of socialization, what function should TV perform: entertaining, informative, educative?

### **AGENTS OF SOCIALIZATION**

The continuing and lifelong socialization process involves many different social forces that influence our lives and alter our self-images.

**Family.** We experience socialization first as babies and infants living in families; it is here that we develop an initial sense of self. Most parents seek to help their children socialize them into the norms and values of both the family

and the larger society. Infants can be viewed as objects of socialization. Yet they also function as socializers. He or she converts adults into mothers and fathers.

As the primary agents of childhood socialization, parents play a critical role in guiding children into gender roles deemed appropriate in a society.

**School.** Like the family, schools have an explicit mandate to socialize children into the norms and values of culture. Schools foster competition through built-in systems of reward and punishment, such as grades and evaluations by teachers.

Schools can reinforce the divisive aspects of society, especially those of social class. For example, higher education in the United States is quite costly. Less affluent young people may never receive the preparation that would qualify them for the society's best-paying and most prestigious jobs.

**Peer group.** As a child grows older, the family becomes somewhat less important in social development. Within the peer group, young people associate with others who are approximately their own age and who often enjoy a similar social status.

Peer groups, such as friendship cliques, youth gangs, and special-interest clubs, maintain a meaningful system of rewards and punishments. The group may encourage a young person to engage in volunteer work in hospitals and nursing homes. On the other hand, the group may encourage someone to violate the culture's norms and values by driving recklessly, shoplifting, engaging in acts of vandalism, and the like.

Gender differences are noteworthy in the social world of adolescents. Males are more likely to spend time in groups of males, while females are more likely to interact with a single other female.

**Mass Media and Technology.** In the last 75 years, media innovations – radio, motion pictures, recorded music, television, and the Internet – have become important agents of socialization. Television, in particular, is a critical force in the socialization of children.

Watching television is, above all, a passive experience; one sits back and waits to be entertained. It is generally agreed that children (as well as adults) are exposed to a great deal of violence on television.

Television, however, is not always a negative socializing influence. Creative programming can assist children in developing basic skills essential for

schooling. Some television programs expose young people to unfamiliar lifestyles and cultures. Not only do children learn about life in “faraway lands”, but also inner-city children learn about the lives of farm children and vice versa.

Similar issues have been raised regarding the content of the Internet. In recent years, people have been expressing concern about the type of material that children can access on the Internet, especially pornography.

Sociologists and other social scientists try to consider what impact Internet communication may have on socialization. Preliminary studies do suggest that heavy Internet use affects the traditional agents of socialization because the Internet user interacts less with family and has fewer friends.

**2. Answer the following questions based on the text.**

1. What is parents’ primary function?
2. At what stage of social development does their role become less essential for children?
3. How useful do you think the television programs are?
4. How does the Internet influence family relationships?

**3. Mark the following statements as true or false.**

1. Parents serve as socializers in the family but they can’t change their children’s lives.
2. Schools are involved in the long process of socialization.
3. People’s way of living depends on various social forces.
4. Peer group includes the pupils of the same age.
5. There is no dependence between status and a person’s life success in a society.
6. As a rule, a boy-teenager prefers a company of a single girl.
7. The more a child uses the Internet, the more friends he or she makes.
8. The group shows great impact on a teenager.
9. In the United States the study in the University costs much.

**SPEAKING**

**1. Discuss the following points.**

1. In groups of three, discuss if adults themselves experience socialization in the family. Share your opinions with other groups.

2. Speak of other ways the family influence a child. Complete the paragraph:

Also in a family children observe their parents as they express \_\_\_\_\_, deal with \_\_\_\_\_, quarrel with \_\_\_\_\_, complain about \_\_\_\_\_, and so forth. Also in a family the child develops a model of what being \_\_\_\_\_ and being a \_\_\_\_\_ are like.

3. Have you ever been closely connected with any peer group?

**2. Over to you.**

1. What can be the negative consequences of belonging to certain peer groups?

2. Do you think the person who spends significant amounts of time on-line in chat rooms creating a new peer group?

3. Sometimes the people we interact with on-line present themselves as something they are not. What does it mean for socialization?

**VOCABULARY 2**

**1. Substitute verbs from the text for the phrases in italics in the sentences below:**

associate with, entertain, access, alter, reinforce, foster, violate, encourage.
--

1. Although long-distance phone calls are going up, the charge for local calls will not *change*. 2. I'm trying to *help develop* an interest in classical music in my children. 3. His behaviour merely *strengthened* my dislike of him. 4. The council is *promoting* the development of the property for both employment and recreation. 5. They were charged with *breaking* federal law. 6. The tax inspector gained complete *right to use* the company files. 7. We hired a magician to *amuse* the children. 8. The only *way to enter* the village is by boat.

**2. Complete the sentences with the verbs from exercise above. Sometimes you should change the form of the word.**

1. Giving up our car has radically \_\_\_\_\_ our lifestyle. 2. Homework only \_\_\_\_\_ what was successfully learned in class. 3. The doctor has been accused of \_\_\_\_\_ professional ethics. 4. They were discussing the best way to \_\_\_\_\_ democracy and prosperity in the country. 5. The final technical report into the accident \_\_\_\_\_ the findings of initial investigations. 6. It seems that the planes deliberately \_\_\_\_\_ the cease-fire agreement. 7. We

were \_\_\_\_\_ to learn foreign languages at school. 8. Most children's television programmes aim to educate and \_\_\_\_\_ at the same time. 9. The system has been designed to give the user quick and easy \_\_\_\_\_ to the required information.

## LANGUAGE REVIEW 1

### Sentence structure: imperatives

**1. What would you say in the following situations? Use *do* to sound more polite, worried or annoyed.**

1. You want to offer your colleague a chocolate.

Here you are. ...

2. You are worried that you will be late.

..., or we'll be late.

3. You are studying while your friends are talking and laughing.

Oh, ... . I'm trying to concentrate.

4. Offer your guest a seat.

..., won't you?

5. You want to invite your brother to a students' party.

... to our next Friday's party. I'd like to introduce my groupmates to you.

**2. Complete the sentences with *let me*, *let's*, *let him/her/them* or *let's not*.**

1. ... hope that he got your message in time. 2. ... help you with those bags. 3. She says she's going to sell her story to the newspapers! Well, ... 4. ... just sign these papers and I'll be with you. 5. What time shall we leave? – ... think. Yes. Eight o'clock will be OK. 6. ... jump to conclusions. Everything may change any minute. 7. ... all get together over Christmas. 8. ... face it – no one is going to lend us any money for conducting another survey. 9. There are some reporters waiting in the hall. – ... wait. 10. ... argue about such trifles.

**3. What would you say in these situations? Write sentences with a question tag.**

1. Ask Rachel to pass you the files. – Pass me ...

2. Warn David not to say anything silly during the interview. – Don't ...

3. Ask Mark to give you an example. – Give us ...

4. Offer your colleague to type his report. – Let me ...

5. Suggest to Vicky that you both go to the concert. – Let's ...

6. Suggest to your friends that you not tell anyone about what happened. – Let's not ...

7. Warn everybody not to throw away these papers. – Please don't ...

**4. Put in *you, everybody, somebody, anybody*.**

1. ... answer the phone. 2. Relax, ... . 3. Don't ... say a word. 4. ... just sit down and relax for a bit. 5. ... meet the guests at the airport and ... book a table for lunch.

**LANGUAGE REVIEW 2**

**Verb tenses: Future Continuous**

**1. Study the sentences below and explain the meaning of the Future Continuous.**

1. I'm going on holiday on Saturday. This time next week I'll be lying on a beach or swimming in the sea. 2. At 11 o'clock tomorrow she'll be working in her office. 3. Tom and Laura will be cleaning the house tomorrow. They always do it on Sunday. 4. The party will be starting at 5 o'clock. 5. Will you be going anywhere near chemist's this morning? – Yes, why? – Could you get me some aspirin, please?

**2. Use the verbs in brackets in either *Future Simple* or *Future Continuous*.**

1. This time tomorrow we (have) an English class. 2. Don't worry! I (write) to you as often as possible. 3. Don't wait for me. I (work) for some time. 4. While the boss is away, I (work) in his office. 5. (I/go) to the post-office for you? 6. I think there (be) a lot of people at the presentation. 7. (you/use) your scanner today? – If not, can I borrow it? 8. I'm going to go into business when I leave colleague. Five years from now I (run) a big company. 9. (they/come) if we invite them? 10. Don't leave. We (have) tea in a few minutes. 11. How long (you/ use) this computer? – You can have it in a minute. 12. Andrew can't go to the party. He (work) all day next Friday. 13. (you/read) your magazine tonight? I'd like to have a look at it. 14. I (go) downtown in the afternoon. (I/get) you anything? 15. What (we/do) in ten years' time, I wonder?

### LANGUAGE REVIEW 3

#### Sentence structure: It (be) ... that/who/which

**1. Rewrite the sentences to focus attention on the underlined information.**

1. He can turn to us for support. 2. She usually visits them on Thursday. 3. George found the right answer. 4. They want money badly. 5. She first heard the news from Francis. 6. I met him in London. 7. Ann prefers bright colours. 8. I like most people at work, but I hate the boss's assistant. 9. I'm most worried about the statistics exam. 10. The computer gives me a headache. 11. Professor Erickson is giving a consultation in Room 45. 12. He is feeling unwell because he's working so hard. 13. They managed to save the firm by improving service. 14. I get along with him because he is a kind person. 15. Things got worse after you left.

### LANGUAGE REVIEW 4

#### Do

**1. Study the sentences and comment on the meanings of *do*.**

1. What do you do in the evenings? 2. Ann thinks there is something wrong with the figures, and so do I. 3. Don't just stand there. Do something. 4. I did quite a lot of work yesterday. 5. Do sit down. 6. I think I'll do the letters tomorrow. 7. During the holidays I'm going to do some walking and a lot of reading. 8. She doesn't like interviewing, but I do. 9. You posted my letters yesterday, didn't you? 10. I did French and German at school. 11. He told me to break the news to Ann. I did it as delicately as I could. 12. I don't do much sport now, but I did play football when I was younger. 13. What do you do about children's education? 14. All he did was shake hands and wish me luck. 15. I promised to get the book, and I'll do so as soon as possible.



**SELF-STUDY**  
**GRAMMAR REFERENCE**  
**I**  
**SENTENCE STRUCTURE**

**Simple statements**

A simple sentence is a single clause with a subject and a verb. Simple sentences can also have an object, a complement and an adverbial. There are five main structures which we can use to make a simple statement.

**1. Subject + Verb**

Something happened.

**2. Subject + Verb + Direct Object**

You need a good rest.

**3. Subject + Link Verb + Complement**

It was a big problem.

Everything seems fine.

The complement, which is usually expressed by a noun or adjective phrase, often comes after *be*. Other most commonly used link verbs are *appear, become, get, feel, look, seem, stay and sound*.

**4. Subject + Verb + Adverbial**

Their office is nearby.

He comes from Argentina.

An adverbial can be an adverb or a prepositional phrase.

**5. Subject + Verb + a) Indirect Object + Direct Object or b) Direct Object + Prepositional Object**

David bought Rita a nice present.

David bought a nice present for Rita.

We can add various types of adverbials to all the five main structures.

**Verbs with Two Objects**

Verbs that have two objects can form two structures: **indirect object + direct object** or **direct object + prepositional object**.

Emma gave Rachel a CD. – Emma gave a CD to Rachel.

We can use *to* with these verbs: *bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write*.

Customers pay money to the cashier.

*For* is used with the following verbs: *book, bring, buy, choose cook, fetch, find, get, leave, make, order, pick, reserve, save.*

She cooks dinner for the whole family.

Note: If there is a pronoun and a noun after the verb, the pronoun usually comes before the noun.

Henry is very fond of Mary. He often gives her flowers.

Henry bought some flowers. He gave them to Mary.

### Negative statements

To form negative sentences, we usually use the negative word *not*, which is put after the first auxiliary, often in contracted form.

I do not like either writing reports or speaking in public.

He doesn't speak English very well.

We can also use other negative words (pronouns, adverbs, conjunctions) to negate a statement. Note that only one negative word is usually possible in a negative statement.

Nobody ever does anything here.

You never write to her.

He neither does anything himself nor lets others do.

Neither he nor you owe me any explanation.

### Imperatives

Person	Singular		Plural	
	+	–	+	–
1 <sup>st</sup>	Let me V		Let's V	Let's not V
2 <sup>nd</sup>	V	Don't V	V	Don't V
3 <sup>rd</sup>	Let him/her V		Let them V	

Imperatives are used

- to tell or ask people to do things;  
Tell him you are not free this evening.
- to give advice or instructions;  
Don't stay up too late.  
Press this button to start the device.
- to make suggestions or orders;  
OK, let's all get moving.

Let him wait.

- to encourage and offer;

Try again – you nearly did it.

Have some more tea.

- to express wishes for people's welfare.

Enjoy your holiday.

An imperative followed by *and* or *or* can mean the same as an if-clause.

Don't do that again or you'll be in trouble. (If you do that again ...)

We can make an emphatic imperative with *do*.

Do forgive me.

Note that although *do* is not normally used as an auxiliary with *be*, this happens in negative and emphatic imperatives.

Don't be silly.

Do be more careful.

*Always* and *never* come before imperatives.

Always remember what I told you.

Never speak to me like that.

The imperative doesn't usually have a subject, but we can use a noun or a pronoun to make it clear who we are speaking to.

Mary come here – everybody else stay where you are.

Don't you believe it.

After 2<sup>nd</sup> person imperatives, common question tags are *will you?*, *would you?*, *can you?*, *could you?*. *Can't you?* and *won't you?* are more emphatic. After negative imperatives, *will you?* is used.

Wait here for a minute, will/would you?

Don't tell anybody, will you?

Be quiet, can/could/ can't you?

After 1<sup>st</sup> person imperatives, *shall I?* and *shall we?* are used In British English.

Let me phone her, shall I? – Yes, do please.

Let's go for a walk, shall we? – Yes, lets.

To make a negative 1<sup>st</sup> person imperative we say *Let's not* or sometimes *Don't let's* (BrE informal).

Let's not get angry.

Don't let's argue like this.

A passive structure *get + Ved (Participle II)* is often used to tell people to arrange for things to be done to them.

Get vaccinated as soon as you can.

### **Focus Structures**

#### **It (be) ... that/who**

When we want to focus attention on (or emphasize) one part of a sentence, we can use a special structure *It (be) ... that*. The information we want to emphasize comes after *be* and is followed by a clause beginning with *that* and sometimes *who*, or *which*.

Helen bought the computer from Tom. – No, it was Nick that Helen bought the computer from.

He entered the university last year. – No, it was two years ago that he entered the university.

#### **There (be)**

The empty subject *there* is used to point out the existence of something. A sentence like *A restaurant is round the corner* is possible but unusual. A phrase with *a(n)* usually gives a new information, and so should normally come at the end of a sentence. Instead we use a structure with *there + be* to express the idea that something exists.

There's a restaurant round the corner.

There was a message for you yesterday.

I think there'll be a corporate party this Friday.

The subject *there* is not stressed and is spoken in its weak form. It is not the same as the adverb *there* meaning 'in that place'.

There was a nice restaurant there.

In structures with the empty subject *there*, we often use an adverbial in end position. But we can use *there + be* without an adverbial, especially with nouns expressing a situation or an event.

I'm afraid, there's a problem. (= A problem exists.)

I think there's been a mistake. (= A mistake has been done.)

The noun phrase coming after *be* has an indefinite meaning – it can have *a(n)*, *some*, *any*, *no*, a number or a noun with the zero article. Quantifiers such as *many*, *much*, *a lot of*, *lots of*, or *several* can also be used in this structure.

There was no time to look for the replacement.

Is there anything you want to tell us?

There were four candidates for the post, weren't there?

Is there much memory in this notebook?

There's hot water if you want to make some tea.

The verb *be* agrees with the noun that comes immediately after it. But in informal speech you may hear *there's* before a plural.

There was a newspaper and two magazines on the table.

There are some letters and a parcel for you.

There's some people to see you.

The subject *there* is mostly followed by the verb *be*. Some other verbs are possible but only in a formal or literary style: *appear*, *arrive*, *come*, *emerge*, *enter*, *exist*, *follow*, *lie*, *live*, *occur*, *remain*, *result*, *seem*, *sit*, *stand*, *take place*.

There now follows a party political broadcast.

There seemed no difference in the prices in both shops.

## II

### VERB: ACTIVE VOICE

#### SIMPLE TENSES

##### Present Simple

(+)	a) V/V(e)s b) do/does V
(–)	don't/doesn't V
(?)	Do/Does ... V?
(?/–)	Don't/Doesn't ... V?

##### Be

(+)	I am He/she/it is We/you/they are
-----	---

(-)	I'm not He/she/it isn't We/you/they aren't
(?)	Am I ...? Is he/she/it ...? Are we/you/they ...?
(?/-)	Am I not ...? Isn't he/she/it ...? Aren't we/you/they ...?

### We use the **Present Simple**

- to say that something happens all the time or repeatedly;  
Nokia manufactures mobile phones.  
My boss doesn't smoke.
- to express states or facts which are true in general;  
She likes her coffee black.  
What does this word mean?  
The earth goes round the sun.
- with adverbs of frequency (*always, almost/nearly always, often, sometimes, occasionally, seldom/rarely, hardly ever, almost never, never, etc*) to tell us how often something happens;  
She always leaves the office at 4 p.m. on Friday.
- with some verbs (*advise, agree, apologize, declare, insist, promise, recommend, refuse, suggest*) to describe instant actions which begin and finish at the moment of speaking;  
I promise I won't be late.
- to talk about schedules and fixed plans.  
The meeting is at 4 p.m. next Friday.

### **Past Simple**

+	Ved did V
-	didn't V
?	Did ... V?
?/-	Didn't ... V?

### **Be**

+	I/he/she/it was
	We/you/they were
–	I/he/she/it wasn't
	We/you/they weren't
?	Was I/he/she/it ...?
	Were we/you/they ...?
?/–	Wasn't I/he/she/it ...?
	Weren't we/you/they ...?

### We use the **Past Simple**

- to describe a single action or a series of completed past actions;

I finished my course paper yesterday.

She wrote an e-mail, typed the address and sent it.

- to speak about past habits and states.

How long did you live in Paris?

He worked in the same company for forty years.

Note: The phrase *used to* is also used to speak about past habits and states. If something used to happen, it means that it happened regularly in the past but no longer happens.

I used to watch TV a lot but now I prefer reading or going out.

I used to think he was unfriendly but now I realize he's a very nice person.

### **Future Simple**

(+)	will V
	will V
(–)	won't V
(?)	Will ...V?
(?/–)	Won't ... V?

### We use the **Future Simple**

- to speak about instant decisions, when you decide on something or agree to do it at the time of speaking. We can use it to make requests, offers and invitations and to order or promise things;

“You've left your computer on.” – “Oh, I'll go and switch it off.”

Will you please be quiet? I'm trying to concentrate.

- to speak about predictions, often with such phrases as *probably, I expect, I'm sure, I (don't) think, I wonder.*

I don't think the exam will be difficult.

Note: *Shall* is used mostly in questions to ask somebody's opinion (especially in offers and suggestions):

Shall I type your report?

Where shall we go this evening?

## CONTINUOUS TENSES

### Present Continuous

(+)	I am	
	He/she/it is/	Ving
	We/you/they are	
(-)	I'm not	
	He/she/it isn't	Ving
	We/you/they aren't	
(?)	Am I	
	Is he/she/it	Ving?
	Are we/you/they	
(?!-)	Isn't he/she/it	
	Aren't I/we/you/they	Ving?

We use the **Present Continuous**

- to describe actions which are happening right now. You are in the middle of doing it;  
Please don't make so much noise I'm working.
- to describe temporary activities that are happening in a period around now but not necessarily at the moment of speaking;  
Some colleagues of mine are taking part in this project.  
Is she working this week?
- to talk about changes happening around now;  
The population of the world is rising very fast.
- to talk about personal arrangements and plans.  
We're leaving in half an hour.



Note: There is a large group of verbs which are not normally used in continuous tenses because they refer to states or things that are generally true.

Such verbs include:

a) verbs which contain the idea of being or having: *apply to, be, belong to, compare, concern, contain, cost, depend on, deserve, differ from, exist, have (=possess), hold, interest, matter, measure, own, possess, resemble, stand for, weigh;*

We are busy now. We have a lot of work to do.

This rule applies to everyone.

Her report does not compare with mine.

b) verbs referring to an involuntary reaction of the senses: *feel, hear, see, smell, taste;*

Don't shout. I (can) hear you.

Yes, I see him.

c) verbs referring to mental or emotional states: *assume, believe, care, consider (= believe), detest, envy, expect (= suppose), fear, feel (= think), find (= consider), forget, hate, hope, imagine, know, like, love, mean, mind (= object), notice, prefer, regret, remember, suggest, suppose, think (= believe), understand, want, wish.*

I feel you're right.

Does anyone mind if I open the window?

### **Past Continuous**

(+)	was/were Ving
(-)	wasn't /weren't Ving
(?)	Was/Were ... Ving?
(?/-)	Wasn't/Weren't ... Ving?

### **We use the Past Continuous**

- to describe an action or a number of actions which were in progress at a certain time in the past;

This time last year he was having a holiday.

The phones were ringing and people were rushing through the offices: it was the start of a typical business day.

- to show that an action was in progress when it was interrupted by another action;

She was finishing typing letters when her boss came back.

- to show that two or more actions were in progress at the same time.

While you were having a good time, he was writing the report.

## Future Continuous

(+)	will be Ving
(-)	won't be Ving
(?)	Will ...be Ving?
(?/-)	Won't ... Ving?

### We use the **Future Continuous**

- to describe actions which will be in progress at a time in the future;  
Don't phone me between 8 and 9. We'll be having a meeting.
- to ask about somebody's plans, especially when you want something or want them to do something;  
Will you be using your car this evening? If not, can I borrow it?
- to describe actions that will happen as part of a routine, a plan or a schedule of future events (the present continuous often has a similar meaning)  
I'll call in and see you tomorrow afternoon. I'll be passing your house; it's on my way home from work.  
What time will your friends be arriving tomorrow?

## Be Going

We use *be going to*

- to talk about things we plan to do, or have planned to do;  
They are going to present their new invention at the trade fair.
- to make predictions based on what we can see now.  
Be careful! You're going to drop the vase.  
I can tell that it's not going to work.

## III PRONOUN

### Personal Pronouns

Singular			Plural	
Person	Subject	Object	Subject	Object
1 <sup>st</sup> person	I	me	we	us
2 <sup>nd</sup> person	you	you	you	you
3 <sup>rd</sup> person	he	him	they	them
	she	her		

it	it
one	one

- We use a subject form when the pronoun is the subject of a clause.

I think I made the wrong decision.

We are in fact a multicultural society.

You can't predict what things are going to be.

She doesn't work here any more.

One has to think of the practical side of things.

- We use an object form when the pronoun is the object of a verb or preposition.

If you know how he looks describe him to me.

I haven't seen her today.

He hopes he can cope with the task without them.

- We also use the object form when the pronoun is on its own and after *be*.

Who invited Matthew? – Me/I did.

It wasn't us who caused all the trouble.

### Possessive Determiners and Pronouns

	Singular		Plural	
Person	Adjective form	Noun form	Adjective form	Noun form
1 <sup>st</sup> person	my	mine	our	ours
2 <sup>nd</sup> person	your	yours	your	yours
3 <sup>rd</sup> person	his	his	their	theirs
	her	hers		
	its	–		
	one's	one's		

We use possessives to express a connection, often the fact that someone has something or that something belongs to someone. Possessive determiners (possessive adjectives) come before a noun. We leave out the noun when it is clear from the context what we mean. We use a possessive pronoun instead of a possessive determiner + noun.

I've got my opinion, and I'm sure you've got yours.

*My friend* means a definite person, the person I am friends with. To talk about a person I am friends with, we say *one of my friends* or *a friend of mine*.

I don't think my private life is any business of yours.

Didn't you borrow some CDs of mine?

We can use *own* after a possessive determiner.

Students are expected to contribute their own ideas.

I'd love a flat of my own.

### **Reflexive and emphatic pronouns**

Person	Singular	Plural
1 <sup>st</sup> person	myself	ourselves
2 <sup>nd</sup> person	yourself	yourselves
3 <sup>rd</sup> person	himself	themselves
	herself	
	itself	
	oneself	

### **Reflexive pronouns**

We use a reflexive pronoun as an object when it refers to the same thing as the subject.

All of us shook hands and introduced ourselves.

The country declared itself independent.

We use a reflexive pronoun to refer to the subject after combinations such as *verb + preposition*, *adjective + preposition*, or *noun + preposition*.

We think of ourselves as members of local community.

I was annoyed with myself for making a mistake.

If you're going to succeed, you must have confidence in yourself.

There are some idiomatic uses of a verb + reflexive pronoun.

Enjoy yourself. (= have a good time)

Please, help yourselves. (= take some food)

*By yourself* and *on your own* means 'alone'.

I don't want to walk there on my own/by myself.

Some verbs do not usually take a reflexive pronoun, although they may in other languages. Some of these verbs are: *afford*, *approach*, *complain*, *concentrate*, *decide*, *feel + adjective*, *get up*, *hurry (up)*, *lie down*, *meet*, *relax*, *sit down*, *wake up*, *wonder*, *worry*. We do not normally use a reflexive pronoun with *change* (clothes), *dress* and *wash* except when the action is difficult.

I feel uncomfortable.

I washed and dressed before going out.

My friend is disabled, but she can dress herself.

## Emphatic pronouns

The emphatic pronouns have the same form as reflexive pronouns. We use them to emphasize a noun phrase. *Self/selves* is stressed.

The town itself is very ordinary, but the countryside is lovely.

With the exception of a few Algerians and ourselves everyone spoke Spanish.

It is rare for Governments to take initiative themselves.

It is not Liverpool I miss, but England itself.

An emphatic pronoun can also mean 'without assistance'.

They are decorating their room themselves.

## Demonstrative pronouns: this, these, that, those

We use demonstratives to point to something in the situation.

	Near the speaker		Further away from the speaker	
	Place (here)	Time (now)	Place (there)	Time (then)
Singular	this book	at this moment	that man	at that time
Plural	these papers	these days	those people	in those days

These words can be used as determiners and pronouns. We can use *one(s)* instead of the noun.

Determiner:	What about this date?	I like those postcards.
	What about this one?	I like those ones.
Pronoun:	What about this?	I like those.

Note 1: When we mention something a second time, we use *it* or *they / them*.

This is a nice place, isn't it? I'm really enjoying it here.

"What are those people?" – "They are our assistants."

Compare the use of *this/these* and *that/those*.

### This/These

*This/these* refer to something near the speaker.

I just want to look at these papers.

When we are in a place or situation or at an event, we use *this/these* to refer to

### That/Those

*That/those* refer to things or people further away.

Can you see that woman over there?

We can use *that/those* with something already seen or talked about but no

it. longer present in the situation.  
 How long is this weather going to last? That man at the bar was really rude.  
 We use *this/these* for the present time. We use *that/those* for the past.  
 Things are different these days. Things were different in those days.  
 We use *this* to talk about something that is about to happen. We use *that* for something that is over.

I'm going to enjoy this concert. That was great!

We can use *this* or *that* when we identify someone.

This is my colleague Ms Grey. That was Simon at the door.  
 On the phone we use *this* to identify ourselves. *That* is more usual when asking who the other person is. We don't use these structures when speaking face to face.

Hello. This is Tom. Who is that/this (*especially Am E*)?  
 When we refer forward to what we are going to say, we use *this*. We can use *that* (or sometimes *this*) to refer to a statement or idea mentioned before.

What I'd like to say is this. They simply haven't got the money.  
 That's/This is the problem.

Note 2: *This* and *that* are used in a number of idiomatic statements to express agreement or to say that someone has made a relevant point. In these expressions we stress the word at the end (*right, thing, it*).

That's right. That's the thing. That's (just) it. This is it.

### **Indefinite pronouns: some, any, no**

#### ***Some/any* expressing a quantity**

*Some* with a plural or uncountable noun is equivalent to *a(n)* with a singular noun. *Some* expresses a positive quality (= *a number of* or *an amount of*). *Any* does not have this positive meaning and is used mainly in negatives and questions.

We've got some spare time in the afternoon.

He hasn't got any spare time this week.

Do you have any spare time during the session?

*No* is a negative word. We can use it with singular, plural and uncountable nouns.

He has no spare time at all.

There is simply no alternative.

There are no books on this subject in the library.

Note 1: We use *some* to give the question a more positive tone, especially when making an offer or request. It may suggest that we expect the answer *yes*.

Would you like some more coffee?

Could you lend me your notebook for the weekend?

Did you take some photos? (= I expect you took some.)

Note 2: In an *if*-clause either *some* or *any* is used. In a main clause we use *any* to express a condition.

If you need some/any help, don't hesitate to ask me.

Any problems (= If there are any problems) will be dealt with by our assistants.

Note 3: In negative sentences and questions *any* can sometimes be used with a singular noun to give more emphasis.

Does he have any view on the matter?

We wrote to them, but we didn't get any reply.

The difference between *some*- and *any*- in compounds is like the difference between *some* and *any* on their own. *Somebody*, *anybody*, *nobody*, *someone*, *anyone*, *no one* take a singular verb, but we use *they*, *their*, *them* to refer back to these compounds.

Somebody has left their mobile here.

### ***Some* expressing part of a quantity**

Compare these two meanings of *some*.

Quantity: There were some people (= a number of people) in the lecture hall.

Part: Some people (= some but not all) prefer to work on their own.

Some of the people in the hall were reporters.

We can use *some* expressing part of a quantity with singular, plural and uncountable nouns.

Some people don't enjoy filling in questionnaires.

I only watched some/part of the programme.

I like some classical music but not all of it.

**Any meaning 'it doesn't matter which'**

When *any* has this meaning, we can use it in positive sentences.

Compounds of *any* are used in the same way.

You can call me any time.

Anyone can answer this question.

**Quantifiers: many, much, few, little, a few, a little**

A quantifier says how many or how much. Which quantifier we use depends on whether a noun is countable or uncountable.

	A large quantity	A small quantity	Not many/much
Plural nouns	many a lot of/lots of	a few	few
Uncountable nouns	much a lot of/lots of	a little	little

As a very general rule, we use *a lot of/lots of* in positive statements and *many* or *much* in negatives and questions.

Positive: They conduct a lot/lots of surveys.

Negative: They don't conduct many surveys.

Question: Do they conduct many surveys?

But there are exceptions to this rule. *Many* and *much* are used in positive sentences after *very*, *so*, *too*, *as*, and *how*. Mainly in more formal English, we can use *many* and *much* on their own in positive as well as in negatives and questions.

He's got very many books on art and history.

I know how much work you've put into the project.

There has been much criticism of the government's policy.

*A lot of* and *lots of* are more informal than *many* and *much*. In informal English we can use *a lot of* in negatives and questions as well as in positive statements.

We don't have a lot of/many visitors on Mondays.



Have you done a lot of/much work on the project?

*A few* and *a little* mean a small quantity. We can use *quite* before *a few*; this means ‘a fairly large quantity’, similar to *quite a lot of*.

I saw her a few days ago.

We have still a little time left.

I had to answer quite a few questions.

*Few* and *little* have a negative meaning. When used alone, they are rather formal. In conversation *not many* and *not much* are more usual.

It was eight in the morning, so there were few/not many visitors.

There were little/not much time left.

Not many shops were open.

### **Defining Pronouns**

#### **All, Every, Everybody, Everyone, Everything, Each**

##### **All and everybody/everyone**

*All* is not normally used alone to mean ‘everybody/everyone’. But we can say *all of us/you/them*.

Everybody enjoyed the reception. All of us took an active part in arranging it.

##### **All and everything**

We do not normally use *all* alone to mean ‘everything’, but it can be used in the following expressions: *all about*, *all I can*, *all you need*, etc.

Don’t think you know everything.

I’ll do all/everything I can to help.

They told us all about their plans.

We also use *all* to mean ‘the only thing(s)’.

All we’ve managed to do is copy these files.

Note: *everybody*, *everyone*, *everything* are used with a singular verb, but we often use *they/them/their* to refer back to *everybody/everyone*.

Everything was clear.

Has everybody registered?

Everybody says they trust their colleagues.

##### **All, every and each**

*Each* and *every* are similar in meaning. Often it is possible to use either *each* or *every*.

There's a telephone in each (*or every*) room of the house.

But *each* and *every* are not exactly the same. Study the difference:

We use *each* when we think of things separately, one by one, or about the individual members of the group.

- Study each proposition carefully.
- We greeted each guest as they entered.

*Each* is more usual for a small number, and only *each* (not *every*) can be used for two things.

- There were four packages on the table. Each package was a different colour.
- I only had two suitcases, but each weighed over 20 kilos.

Compare the structures that are used with *each* and *every*:

You can use *each* with or without a noun or you can use *each one*.

- None of the opinions was the same. Each (opinion) was different. /Each one was different.

You can say *each of* (the.../these.../us etc.).

- Read each of these instructions carefully.
- Each of us was interviewed separately.

You can also use *each* in the middle or at the end of the sentence.

- The students were each given a book.

We use *every* when we think of a large group with an indefinite number of things or people in it.

- I'd like to visit every country in the world.

- Every child likes to get presents.

*Every* is more usual for a large number. *Every* (not *each*) is also used to say how often something happens.

- Reading is Carol's favourite pastime. She has read every book in the library.
- There's a bus to the city centre every 15 minutes.

You can use *every* with a noun or you can say *every one*.

- "Have you looked through all these questionnaires?" – "Yes, every one."

You can say *every one of* (the.../these.../us etc.).

- I've read every one of those books. /I've read every one of them.

You can use *every* with *almost*, *nearly*, *virtually*, etc to emphasize that you are talking about a group as a whole.

- Nowadays we have such accidents virtually every month.

Note: A singular verb is used after *each* (*of*) and *every*, but we normally use *they/them/their* to refer back to such phrases as *each man*, *every person*.

Each woman complains that they are unfairly treated.

Every candidate said that they thought the interview was too long.

However, when *each* follows the noun (or pronoun) it refers to, the noun (pronoun) and the verb are plural.

Every student is tested twice a year. They are each given a hundred questions to do.

The tickets cost \$ 35 each.

### **Everyone and every one**

*Everyone* (one word) is only for people (= ‘everybody’). *Every one* (two words) is for things or people, and is similar to *each one*.

Everyone (*or* everybody) knows who did it.

He is invited to lots of conferences and he takes part in almost every one.  
(= every conference)

### **Each other and one another**

Reciprocal pronouns *each other* and *one another* can be used both as subjects and objects.

Each appears to be unwilling to learn from the experience of the others.

We help one another a lot.

You and I understand each other.

### **Both, either, neither**

We use these words for two things, *both* before a plural noun and (*n*)*either* before a singular noun.

You need to fill in both questionnaires. (the one **and** the other)

He is ambidextrous and can write with either hand. (the one **or** the other)

Neither car is very economical to run. (**not** the one **and** **not** the other)

We can also use (*n*)*either* in the *of*-phrase with a plural noun.

Is /Are either of your sisters married?

Neither of the alternatives was/were especially attractive.

Compare the meaning of *both/neither* and *all/none*.

	Positive	Negative
Two	Both + plural noun	Neither + singular noun
	Both (of) + determiner + plural noun	Neither of + determiner + plural noun
	Noun/subject pronoun + both	

Three	All + plural noun	None of + determiner + plural
or	All (of) + determiner + plural noun	noun
more	All (of) + object pronoun	None of + object pronoun
	Noun/subject pronoun + all	

We can use both after the subject or an object pronoun and in mid position.

We both enjoyed ourselves at the party.

I saw them both/both of them at the exhibition.

Note: Only *neither* is used as the subject of a negative sentence. In positions other than the subject, *either* is preferred to *neither*.

Neither of those pictures appeals to me.

I don't like either of those pictures.

### Other

	singular	plural
definite	the other	the others
	the other one	the other ones
indefinite	another (one)	others
	some/any other	

*Other* is an adjective meaning 'different' or 'not the one just mentioned'.

She's much brighter than the other children in her class.

We chose this option because the other ones were too risky.

Can we discuss this some other time?

Saudi Arabia produces more oil than any other country.

We can also use *other* as a pronoun to refer to a thing or a person and *others* to refer to more than one.

You take one bag and I'll take the other (one).

Some banks provide this service, but others don't.

I came on ahead. The others will be here soon.

You must learn to show more respect for others. (= other people)

I can see Helen, but where have all the others gone?

We use *another* (meaning either ‘an extra one’ or ‘a different one’) with a singular noun. The structure *another + a plural number* means ‘an additional amount or number’.

We really need another computer. I hate sharing one. (= an extra one)

I think I’ll buy another computer and scrap this one. (= a different one)

We decide to stay for another three days. (= an extra period of three days)

## IV NOUN

### **Countable nouns and uncountable nouns**

Countable nouns can be singular or plural and are normally used to refer to people, creatures and objects (*man, scientist, bird, monkey, telephone, computer*) or actions and events (*arrival, party, mistake, problem*), which can be thought of as separate individual things.

Uncountable nouns are used with singular verbs to talk about substances and materials (*alcohol, cotton, ink, salt, petrol*), abstract ideas, qualities and states (*anger, education, freedom, poverty*), or activities (*camping, research, training, work*). There are some uncountable nouns in English which may have countable equivalents in other languages: *advice, applause, cash, evidence, furniture, hair, machinery, money, news, progress, etc.*

Some nouns can be countable or uncountable depending on whether we are using the noun to refer to a single thing (*She owns a business.*) or to a substance or general idea (*Business is booming*). We can also use nouns such as *piece* or *item* in phrases which are countable (*a piece of office furniture, items of information*) when we want to talk about separate units or parts of nouns which are uncountable.

### **Generic nouns**

We use nouns as generic when we make general statements about any example (*a/an + noun*), the general concept (*the + noun*) or most examples (no article with plural) of the thing we are talking about rather than real or particular examples. Compare:

An orange has lots of vitamin C. – I ate an orange in the morning.

The telephone rules our lives. – I've bought a new telephone.

Women live longer than men. – There were three women and two men there.

### **Pair nouns**

We use pair nouns such as *scissors* or *glasses* with plural verbs to refer to things made of two matching parts that we use or wear. When we put pair nouns after the phrase *a pair of*, we use a singular verb and a plural pronoun (they, them).

These scissors aren't very sharp. – A good pair of scissors is hard to find.

There's a nice pair of sunglasses. You should get them.

### **Group nouns**

We can use group nouns (also called *collective nouns*) such as *army*, *association*, *audience*, *band*, *board*, *class*, *club*, *college*, *committee*, *company*, *council*, *crew*, *crowd*, *family*, *firm*, *government*, *group*, *jury*, *majority*, *management*, *minority*, *party*, *parliament*, *population*, *press*, *public*, *school*, *team*, *union*, *university* to talk about a group of people as a single unit, with singular verbs and pronouns, or as several people, with plural verbs and pronouns. In American English, singular verbs are typically used after group nouns.

The public isn't really interested in what the government is doing unless it increases taxes. – The public are more likely to complain if they have to pay more taxes.

We can also use some proper nouns as group nouns with plural verbs, for teams and organizations.

British Rail have announced new plans.

### **Plural and singular (+s) nouns**

Plural nouns are words that are not used in the singular: *belongings*, *clothes*, *congratulations*, *earnings*, *goods*, *groceries*, *odds*, *outskirts*, *particulars*, *premises*, *remains*, *surroundings*, *thanks*, *troops*. Some of them do not end with -s: *cattle*, *clergy*, *livestock*, *people*, *police*, *poultry*, *staff*.

The goods were defective.

The police are investigating the case.

Singular (+s) nouns are words that end in -s, but are used with singular verbs when we talk about areas of study, activities and disease: *aerobics, athletics, billiards, cards, diabetes, measles, electronics, physics, politics, statistics*.

Statistics was a difficult course for me.

Some of these nouns can take a plural verb when they have a more concrete or specific meaning.

The statistics are available on our site. (= some specific figures)

We also use singular verbs after some phrases with nouns in the plural describing amounts.

Two weeks isn't enough time.

### **Forming the plural of nouns**

A countable noun has both a singular and a plural form. To form the plural we usually add -s or -es. The spelling rules are as follows:

- a) add -es after a sibilant sound, e.g. *wish – wishes*;
- b) if the word ends in -e, just add -s, e.g. *place – places*;
- c) when the word ends in a consonant + y, change -y into -ie, e.g. *study – studies*;
- d) a few nouns ending in -o ( *potato, tomato, hero, echo*) add -es, e.g. *potato – potatoes*. But most just add -s, e.g. *radio – radios, piano – pianos*.

### **The plural of compound nouns**

To form the plural of a compound noun, we add -s/-es to the end: *weekends, handouts*.

When a prepositional phrase comes after the noun, we add -s/-es to the first noun: *Doctors of Philosophy, mothers-in-law*. And when an adverb comes after a noun in -er, we add -s/-es to the noun: *passers-by, runners-up*.

In expressions with *man/woman*, both parts change to the plural: *women jockeys*.

### **Irregular noun plurals**

Irregular plurals are formed in a number of different ways.

Vowel changes: *foot – feet, goose – geese, man – men, mouse – mice, tooth – teeth, woman – women.*

Consonant changes: *calf – calves, half – halves, knife – knives, leaf – leaves, loaf – loaves, shelf – shelves, thief – thieves, wife – wives, wolf – wolves;*

The ending -en: *child – children, ox – oxen.*

Voicing: Some nouns ending in *-th* have a regular written plural, but there are two possible pronunciations. The last two sounds of these nouns are often voiced: *baths, mouths, truths, paths, youths*. There is also voicing in the last syllable of *houses*.

Other plurals: We use *pence* as the plural of *penny*, when we are talking about an amount of money. *Pennies* are individual coins.

Seventy-five pence, please. – There were only ten pennies in the purse.

*Person* has two plurals: *persons* and *people*. *People* is more usual and less formal. A *people* is a large group such as a nation.

Authorized persons only may enter. – There were a lot of people on the streets. – One day the peoples of this world will live in peace.

Some nouns of foreign origin have specific irregular plurals:

**-us – -i**: *abacus – abaci, calculus – calculi, focus – foci, nucleus – nuclei, radius – radii, stimulus – stimuli;*

**-a – -ae**: *antenna – antennae, formula – formulae;*

**-um – -a**: *curriculum – curricula, datum – data, maximum – maxima, minimum – minima, medium – media, pendulum – pendula, spectrum – spectra, vacuum – vacua;*

**-ix, -ex – -es**: *appendix – appendices, index – indices, matrix – matrices, radix – radices;*

**-is – -es**: *analysis – analyses, axis – axes, basis – bases, crises – crises, metamorphosis – metamorphoses, parenthesis – parentheses, thesis – theses;*

**-es – -es**: *series – series, species – species;*

**-on – -a**: *automaton – automata, criterion – criteria, phenomenon – phenomena.*

**-a – -ata**: *dogma – dogmata, stigma – stigmata;*



**-o – -i:** solo – *solī*, tempo – *tempī*;

**-eau – eaux:** bureau – bureaux, plateau – plateaux.

The same form in the singular and the plural: nouns ending in *-craft*, e.g. *aircraft*, *hovercraft*, *spacecraft*, etc; some animals, e.g. *sheep*, *deer*; and some kinds of fish, e.g. *cod*, *salmon*.

There are a few words which end in -s and can be either singular or plural: *barracks*, *crossroads*, *headquarters*, *means*, *series*, *species*, *works* (= a factory).

The company's headquarters was/were easy to find.

### **The possessive form**

This is how the possessive is formed.

Singular noun + 's	my friend's name
S-plural + '	my friends' names
Other plurals + 's	The women's names
Surname ending in -s	Mr Perkins's office/Mr Perkins' office
Noun + and + noun + 's	Tom and July's party

Note: If there is a short phrase before the noun, then the possessive ending comes after the phrase. But more neutral is to use a prepositional phrase.

We borrowed the people next door's car. (= the car belonging to the people next door)

We use the possessive form to express a connection, often the fact that someone has something or that something belongs to someone. We can leave out the noun after the possessive if the meaning is clear.

“Are these your things?” – “No, I think they are Sandra's.”

These are just some papers of my flatmate's.

We can sometimes use two possessive forms together.

Anna is my cousin – my mother's brother's daughter.

There are also some other uses of the possessive.

Who something is intended for: *the customers' car park*, *a children's playground*.

Classifying: *a bird's nest*, *a man's voice*.

The person doing the action: *the man's reply, the teacher's actions, our visitors' departure.*

The person who the action is directed at: *Andrew's promotion, the prisoner's release.*

Qualities: *the man's stupidity, the player's fitness.*

### Possessive form or *of*- phrase

These two structures have the same meaning.

Possessive form 's:                      my friend's name

Of-phrase: the name of my friend

Sometimes we can use either form. But often only one form is possible:  
*your colleague's report, the beginning of the term.*

We normally use the possessive with people and animals: *my groupmate's address, the dog's bed, the Atkinsons' house*. The *of*-phrase is sometimes possible for relations between people: *the mother of the young man*.

When there is a long phrase or clause describing a person, we use the of-phrase: *the things of all the people attending the reception, a house of a wealthy businessman from Saudi Arabia.*

We generally use the *of*-phrase with things: *the results of the inquiry*, *the size of a problem*.

We can use both structures with nouns that suggest human activity or organization, for example nouns referring to places, companies or newspapers: *Africa's climate – the climate of Africa, the company's head office – the head office of the company, the magazine's political views – the political views of the magazine.*

We can use the possessive form without a following noun when we talk about someone's home or about a particular kind of shop or office:

Let's meet at Sophie's.

Is there a baker's near here?

The possessive form can also express time or length of time: *next month's figures, a whole year's work, three weeks' holiday.*

## V NUMERALS

### Cardinal Numbers

We use cardinals

- to talk about money and years: \$200 – two hundred dollars, \$79 – seventy-nine dollars, 25.60 – twenty-five pounds sixty, in 2002 – in two thousand and two.

Note: Add *and* between *hundred/thousand/million* and numbers below a hundred in British English.

Numbers: 310 – three hundred and ten (*AmE* also three hundred ten), 5,642 – five thousand, six hundred and forty-two, 2,025 – two thousand and twenty-five.

Years: 1529 – fifteen (hundred and) twenty-nine; 1300 – thirteen hundred; 1205 – twelve hundred and five *or* twelve oh five; 2000 – two thousand, 2007 – two thousand and seven, the 1960s – the nineteen sixties.

After *a number*, *several* and *a few*, the words *dozen*, *hundred*, *thousand*, *million*, *billion*, have no final *-s*, and *of* is not used: five hundred pounds – hundreds of pounds, a few million years – millions of years, several thousand times – to cost thousands.

Singular forms are used before nouns in plural measuring expressions: a five-pound note, a two-hour lecture, a three-day visit.

Cardinals are also used

- to express decimals and percentages: 0.4 – nought point four, 4.365 – four point three six five, 75.72 – seventy-five point seven two, 0.5% – nought point five percent;
- to say telephone and account numbers: 309 4922 – three oh nine, four nine double two (*BrE*), three zero nine, four nine two two (*AmE*), the account number is four one oh six.

### Ordinal Numbers

We use ordinals:

- to talk about dates;

The meeting is on 1.7 (the first of July).

30<sup>th</sup> May 1998 (*BrE*) – May the thirtieth, nineteen ninety-eight *or* the thirtieth of May, nineteen ninety-eight

May 30, 1998 (AmE) – May (the) thirtieth, nineteen ninety-eight

- to rank items;

This country ranks second in the world population scoreboard.

After a noun use a cardinal number instead of an ordinal number: the fourth book – Book Four, the third day of the course – Timetable for Day Three.

However, the names of kings and queens are said with ordinal numbers: Elizabeth II – Elizabeth the Second.

- to express fractions:  $\frac{2}{5}$  – two fifths,  $\frac{11}{16}$  – eleven sixteenths.

But we say:  $\frac{1}{2}$  – a/one half,  $\frac{1}{4}$  – a/one quarter, three quarters of an hour, half (of) the students, half an hour, one and a half hours/an hour and a half.

Singular verbs are normally used after fractions, decimals and other expressions referring to amounts and measurements.

3.6 kilometres is about 2 miles.

Three quarters of a ton is too much.

Where is that five pounds I lent you?

But plural verbs are used when we are talking about numbers of people or things.

A third of students are from abroad.

## VI ONE

	Indefinite	Definite
Singular	one/ a + adjective + one	the one
Plural	ones	the ones
Possessive	one's	
Reflexive	oneself	

- *One* is the number 1. We use *one* in front of a noun to emphasize that we are talking about a single thing or person. We use *one of* in front of a plural noun group to talk about one member of a group of people or things.

The two friends share one job.

One of my colleagues sold me her ticket.

- We can use *one* as a substitute word instead of a noun group beginning with *a(n)* when it is clear what sort of thing we are talking about. Note that we cannot use a plural form of *one* in this kind of sentence.

If you want a drink, I'll get you one (= a drink).

If you like apples, I'll get you some.

We can use *one* or *ones* instead of a count noun when the noun is used with an attribute which is expressed by an adjective, a prepositional phrase or a relative clause.

This idea has become a very influential one.

They earn their living buying old houses and building new ones.

Could I see that plan again – the one with alterations?

Those are the people I like most, the ones I feel a sense of identity with.

We can also use *one* instead of a singular count noun when the noun comes immediately after a determiner (such as *the, this, that, another, each, every, which*) except the indefinite article *a(n)*.

We'll have to get a bigger table. This one is too small.

He got an invitation card, then came back for another one.

- *One* can be used, in a fairly formal way, as an impersonal pronoun to indicate that something is generally done or should generally be done. The possessive determiner and reflexive pronoun corresponding to this use of *one* are *one's* and *oneself*. However, when *one* has already been used as the subject of the sentence, some speakers use *he, his* and *himself* instead of *one, one's* and *oneself*. This use is more common in American English than British English.

One should try to take an interest in what is going on.

Naturally, one wants only best for one's children.

In these situations, one has to do his best.

One can't enjoy oneself/himself if one/he is too tired.

Note: Here are some other ways in which most British and American speakers prefer to talk about people in general.

- We can use *you*. This is a very common use, especially in conversation.

You have to be 21 or over to buy alcohol.

- We can use *people*.

People shouldn't leave jobs unfinished.

- We can use *we* to say something is generally done by a group of people that includes yourself.

We say things in the heat of the argument that we don't really mean.

- *They* is used to refer to people in general, or to a group or people whose identity is not stated. We can use *they* when we are mentioning a saying or repeating a piece of gossip.

Is that what they call justice?

They say that dog doesn't bite a dog: whoever invented that proverb never lived under democratic government.

## VII

### DO

*Do* has three main uses.

- *Do* is used as a main verb to say that someone performs an action, activity, or task.

I did all the usual things last week.

We use *do* with *-ing* nouns referring to jobs connected with the home, and with nouns referring generally to work. In conversation, *do* is often used instead of more specific verbs.

My husband does all the shopping and I do the cooking.

The man who did the job had ten years' training.

Do I need to do (= to cut) my hair?

- The auxiliary *do* is used to form the questions and negatives of other verbs, as well as emphatic and shortened forms (instead of a whole verb phrase).

Did you remember to invite the Browns?

His idea doesn't sound very nice.

You do look nice today!

John talks too much. – He certainly does.

We can also use *do* as an auxiliary to focus on an action performed by someone or something. The sentence starts with either ‘what’ or ‘all’ (if we want to emphasize that just one thing is done and nothing else).

What Stephan did was (to) interview a lot of old people.

All she ever does is enjoy herself.

- We can use *do so/it/that* as a substitute expression when we want to avoid repeating another verb and its object or complement.

I need a rest, and I’ll do so as soon as I can find time.

I haven’t got time to get the tickets. Who is going to do it?

I told the boss what I thought about him. – I’d love to do that too.

Note: We do not normally use *do* when we are talking about creating, constructing or producing something. Instead we use *make*.

I’ll make a copy for you.

Below are some common fixed expressions with *do* and *make*.

Do: good, harm, business, one’s best, a favour, sport, exercise, one’s hair, one’s teeth, one’s duty, 50 mph, research.

Make: peace, war, a bed, a fire, progress, a choice, a comment, an enquiry, a plan, a point, a promise, a remark, a sound, a speech, a visit, a journey, a tour, a trip, an offer, a drink, a meal, a suggestion, arrangements, a decision, an attempt, an effort, an excuse, an exception, a mistake, a noise, a phone call, money, a profit, a fortune.

## READING

### I

#### IMPRESSION MANAGEMENT BY STUDENTS AFTER EXAMS

When you get an exam back, you react differently with fellow classmates, depending on the grades that you and they earned. This is all part of impression management, as sociologists – Daniel Albas and Cheryl Albas (1988) demonstrated. They explored the strategies that college students use to create desired appearances after receiving their grades on exams. Albas and Albas divide these encounters into three categories: those between students who

have all received high grades (Ace-Ace encounters), those between students who have received high grades and those who have received low or even failing grades (Ace-Bomber encounters), and those between students who have all received low grades (Bomber-Bomber encounters).

Ace – Ace encounters occur in a rather open atmosphere because there is comfort in sharing a high mark with another high achiever. It is even acceptable to violate the norm of modesty and, brag when among other Aces since, as one student admitted, “It’s much easier to admit a high mark to someone who has done better than you, or at least as well.”

Ace-Bomber encounters are often sensitive. Bombers generally attempt to avoid such exchanges because “you ... emerge looking like-the dumb one” or “feel like you are lazy or unreliable.” When forced into interactions with Aces, Bombers work to appear gracious and congratulatory. For their part, Aces offer sympathy and support for the dissatisfied Bombers and even rationalize their own ‘lucky’ high scores. To help Bombers save face, Aces may emphasize the difficulty and unfairness of the examination.

Bomber-Bomber encounters tend to be closed, reflecting the group effort to wall off the feared disdain of others. Yet, within the safety of these encounters, Bombers openly share their disappointment and engage in expressions of mutual self-pity that they themselves call ‘pity parties’. They devise face-saving excuses for their poor performances, such as “I wasn’t feeling well all week” or “I had four exams and two papers due that week”. If the grade distribution in a class included particularly low scores, Bombers may blame the professor, who will be attacked as a sadist, a slave-driver, or simply an incompetent.

As is evident from these descriptions, students’ impression management strategies conform with society’s informal norms regarding modesty and consideration for less successful peers. In classroom settings, as in the workplace and in other types of human interactions, efforts at impression management are most intense when status differentials are more pronounced as in encounters between the high-scoring Aces and the low-scoring Bombers.

### **Reading Comprehension**

1. State the aim of the research made by Daniel and Cheryl Albas.



2. List the division categories which the sociologists suggested. Briefly characterize every category.
3. Make sure you understand what 'impression management' means.
4. Summarize the text in your own words.

## II

### WHY WE CREATE THE WORLD IN OUR OWN IMAGE

Ask Johnny to locate the United States on a world map and he might very well point to the continent of Africa or South America. In fact, according to a recent Gallup survey, 20% of Americans aged 18 to 24 can't identify their own country. When it comes to geographic knowledge, America's young people place last behind their counterparts from Mexico, Britain, France, Italy, Canada, Japan, West Germany, and Sweden.

To many, this lack of geographic knowledge is shocking. It shouldn't be as unacceptable as our ignorance of social geography, however. The truth is that many Americans have grown up with a distorted view of social reality. Even if they are able to distinguish the United States from Mexico or Canada, they don't realize, for example, that Caucasians are a minority among the world's racial groupings or that Christianity is a minority religion worldwide.

American parochialism can be easily demonstrated by questioning even the most sophisticated individuals about elementary social facts. For example, what percentage of the population of the United States is Jewish? Black? Catholic? Or what percentage of our population will be over 65 years of age by the year 2020?

I am always somewhat surprised when college students estimate that 30% of the population of the United States is Jewish (actually, the figure is close to 1.9%); that 40% of all Americans are black (the figure for those who regard themselves as black or African American is more like 13%); that 60% of our population is Catholic (the figure is 20% maximum); that 40% of our elders are in nursing homes (the figure is more like 4%).

Where does misinformation about our society come from? Why can't Americans seem to get their social facts straight? Part of the answer is that all of us are socialized with an unrepresentative sample of social reality. Inevitably,

we learn to view the world from our own biased and limited slice of experience. We tend to apply what we see every day to what we don't see every day.

Consequently, given our tendency to separate our schools and neighborhoods by race, social class, religion, and age, it is not surprising that our generalizations are often inaccurate. A person socialized while growing up in Boston may come to believe that 60% of the population of the United States is Catholic because that is what he sees on his street, in his neighborhood, or at work. If the same person had grown up in Waco, Texas, he might instead believe that there were only two or three Catholics in the United States, if not the world. Similarly, people living in Washington, D.C. may well be convinced that 70% of all Americans are black; growing up in Vermont, their answer might be zero.

A second reason for our distorted view of social reality is that we usually don't validate or test our beliefs about society in any systematic way. We can go through a lifetime clinging to old stereotypes that are patently false, yet we wouldn't know the difference.

If Ivan Boesky is implicated in an insider trading scandal, some individuals will conclude that Boesky engaged in shady business practices because he is Jewish. If an Italian American makes headlines because he is a member of organized crime, many will remember that he is of Italian descent. If someone French does the same thing, we don't remember his ethnic identity at all because it seems irrelevant. Or we treat him as an exception that proves the rule.

A third reason for our misinformation about social reality involves our infatuation with television. Communication research conducted for more than a decade indicates that heavy television viewers tend to overestimate the percentage of the world population that is white and male, underestimate the amount of poverty in our country, and exaggerate the amount of violence they are likely to encounter. Heavy viewers also overestimate the proportion of jury trials in our courts and the number of miracle cures performed by doctors. They are socialized to accept a false view of social reality, because this is precisely what they see on TV every evening beginning at 8 p.m. The world of prime-time television is overpopulated by white males who possess more than their share of wealth and power. On dramatic series, defendants typically receive a jury trial and doctors routinely cure their patients. Many viewers do not distinguish the

fantasy that they see portrayed on television from the real world. For them, television is the real world.

What difference does it make that so many Americans are socialized to accept a distorted view of social reality? That they operate on the basis of false stereotypes of what our society is like? That they are misinformed about other people and maybe about themselves? The answer lies in the relationship between the way we define the world and the decisions we make about it.

For example, if we are mistakenly convinced that a majority of our citizens will be over 65 by the year 2020, we might decide to avoid national bankruptcy by reducing our commitment to Social Security for the elderly.

If Jews are mistakenly believed to make up 30% of our population, then the myth of a dominant Jewish presence in banking or the press sounds more plausible.

If we underestimate the amount of poverty existing in our country, then we might also vote down social programs for the poor and the homeless.

And if we exaggerate the amount of violence we are likely to encounter in everyday life, then we are also more likely to double lock our doors, buy a handgun, and support the death penalty. That is exactly what is happening right now: Firearms are increasingly available, and a majority of Americans favor the death penalty.

We can assume, I believe, that Johnny will continue to watch 4 or 5 hours of television daily and therefore continue to be socialized to the same unrealities depicted on the tube. In all probability, he will also maintain his segregated relationships in everyday life. What can we do, then, to assure that Johnny's perception of reality is not so far off the mark? The burden of responsibility, I believe, can be placed on our nation's classrooms.

One of the important functions of formal education is to broaden our personal experience, to serve as an agent of socialization with aspects of life that we might otherwise never experience firsthand – in a word, to clarify social reality. In our efforts to improve basic skills in English, mathematics, and geography, we must not forget to place equal emphasis on the skills necessary to good citizenship and humanitarianism. Young people need to be made aware of the existence of poverty and homelessness, flaws in the criminal justice system, prejudice and discrimination, and their own mortality. If our schools can teach

Johnny to identify the United States on a world map, they can also teach Johnny that he is not at the center of the universe.

### **Reading Comprehension**

1. How easy is it for people to distort social reality?
2. What do you see as a major problem arising from American parochialism? Name the reasons of this phenomenon existence.
3. How common do you think are 'patently false' old stereotypes?
4. Summarize the text in your own words.

## **III**

### **CONFESSIONS OF A SOAP OPERA ADDICT**

#### **Part 1**

I've been watching Days of Our Lives each day of my life for more than 25 years. It all started in 1968 when I took a year off to finish my doctoral dissertation. Each afternoon, my wife and I sat together in the living room of our small apartment: She watched soap operas; I wrote my thesis. My long-held impression was that soaps were at about the same intellectual level as Saturday morning cartoons.

Soap operas were television's 'opiate of the masses', I had decided: that medium through which too many Americans vicariously escaped their dreary existence into the make-believe world of the rich and beautiful. While the pressing economic and social problems of our society went ignored, millions of General Hospital groupies became Luke and Laura, if only for a few minutes a day. They needed that soap opera 'fix' to make their lives seem exciting and worthwhile. America's daytime serial fanatics were being distracted from improving their own lives by a particularly insidious form of fantasy and escapism.

I was especially annoyed by the depiction of women. They seemed always to be getting pregnant, not for the purpose of having children but to manipulate and control the men in their lives. They used pregnancy to trap boyfriends into unwanted marriages or husbands into maintaining unwanted marriages. In addition, any woman who dared have a career in a field traditionally dominated by men – medicine, law, business – was either mentally ill or evil. The sex role socialization message was unmistakable: Women were to stay out of the

boardrooms and executive offices and stay in the kitchens and bedrooms ‘where they belonged’.

It occurred to me that, in some perverse way, soap operas were a mass form of socializing young people to accept the status quo. Even while college students of the 1980s were scheduling or skipping courses to accommodate *General Hospital*, the majority of daytime serial watchers were high school graduates who had never attended college, mostly middle-aged women. Many used the characters on soaps as role models for how to handle their spouses. But what they learned frightened me: first, that infidelity and promiscuity were acceptable, even desirable, modes of sexual behavior; second, that divorce was the answer to any difference, no matter how trivial. If your marriage wasn’t smooth as glass, get a divorce. Or a lover. Better yet, get a lover, then a divorce. J

By the third or fourth week of watching out of the corner of my eye, I noticed something peculiar was happening to me. If I had to be away during a weekday afternoon, I’d call home for a rundown of that day’s episodes. I scheduled meetings with colleagues so I wouldn’t miss a particular serial. It got to the point where my wife would have to tear me away from my show to take a phone call or answer the door. It was painful to admit, but I was hooked. I was brainwashed. I had become a socialized ‘soapie’.

Perhaps as a sort of therapy, I spent a good part of the next few years immersed in the study of soap operas. It was legitimate: I was teaching a course in mass communication, and my students were discussing the impact of television on society. I read what the experts – psychologists, sociologists, and assorted communications specialists – had to say. I even assigned student projects to analyze the characters on daytime serials.

### **Reading Comprehension**

1. Comment on the author’s vision of women on TV screen and their place in the society.
2. Find the arguments which tell about the danger a ‘soap opera’ brings to young people.
3. How possible is it for a person to become ‘a soapie’? Describe his/her everyday behaviour.
4. Summarize the text in your own words.

## Part 2

Surprising, to me at least, was their conclusion that soap operas were much better than prime-time dramatic series in representing women, minorities, and older people in central roles. While young and middle-aged males were vastly overrepresented on prime-time television, in soap operas one half of the characters were women. Even more to their credit, soap operas featured actors and actresses who remained on the show for decades. Many of them aged gracefully and remained thoroughly attractive, while they continued to play roles central to the plot. Indeed, older people were treated much better on soap operas than on most other television fare. And the daytime serials frequently focused on a range of social problems: intergroup conflict, juvenile delinquency, alcoholism, organized crime – issues that were all but ignored by soaps' prime-time counterparts.

It was soon clear to me why soaps are so appealing to so many. For one, they provide us with the things we find lacking in modern life. Monday through Friday, without fail, we follow our 'good friends' into their offices, living rooms, and bedrooms. We attend their weddings and funerals; visit them in the hospital after surgery or childbirth. We watch them argue with their spouses, make love with their mistresses, and punish their children. We often get to know more about the personal lives of our favorite soap opera characters than we know about our real neighbors. In an era of anonymity, soap operas give us intimacy. Sadly, for those who are socially isolated, this may be the one and only source of intimacy in their lives, but perhaps this is better than nothing.

Soap operas make us feel good about ourselves. Misery loves miserable company, and our own problems are somehow less painful when we're able to compare them with the troubles of those we admire. The world of the daytime serial is the world of the wealthy, beautiful, and powerful – our cultural heroes, the people we aspire to become. Yet these characters have problems with their families and friends, much worse than ours. So we feel better, at their expense, of course.

Soap opera intimacy often takes the form of snooping but only in the most positive sense. We're given the opportunity to rehearse our own emotional reactions to problems that may confront us in everyday life. Observing untimely deaths, kidnap pings, divorces, and mental illness on television, we learn

something about the manner in which we might handle similar problems in our own lives.

At least part of the influence of daytime serials can be attributed to the credibility of television as a form of mass communication. Study after study shows that Americans trust the authenticity of the images they see on the tube. In the process, however, heavy viewers often develop a distorted view of social reality. They tend to exaggerate, for example, the amount of violence they are likely to encounter in everyday life, the proportion of criminal cases that end in a jury trial, and the likelihood that physicians will perform miracle cures. For these viewers, the fantasy world on television becomes the reality. During the 5 years that Robert Young played Dr. Marcus Welby, the actor received more than 250,000 letters asking him for medical advice. Admiring fans were apparently unable to distinguish actor Young from character Welby.

This incredible power of soap operas as an agent of socialization was brought home to me several years ago when I met two longtime stars of *Days of Our Lives*, Susan and Bill Hayes (Doug and Julie). As an interested observer, I couldn't resist asking them the questions that might confirm what I always suspected: Do soap opera addicts confuse the fantasy world of the daytime serials with the real world in which they live? Yes – and often. Whenever a *Days of Our Lives* star either gives birth (it's only a pillow), gets married (a rhinestone wedding ring), or dies (usually a failure to renegotiate the actor's contract), cards and gifts appear at the studio, they said.

For me, soaps have a special appeal. As a sociologist, I investigate problems that have no easy solutions. I spend years studying serial killers, for example, and am troubled that we can't predict from childhood experience who will eventually commit hideous crimes. I research the causes of prejudice and discrimination and still see the number of racist acts of vandalism and desecration increasing. And like others, I see criminals too often get suspended sentences while their victims suffer; the rich get richer as homelessness grows; and the questionable ethics of politicians go unpunished.

And that's how soaps are different. Warm, friendly, predictable, they make sure people get what they deserve.

### **Reading Comprehension**

1. What benefits does the author see in comparing 'soap operas' and dramatic serials?
2. According to Paragraph 2, what attracts the audience in daytime serials?
3. Do you agree that exaggeration of things in fantasy world leads to a distorted view of social reality?
4. Summarize the text in your own words.

## **IV**

### **SOCIALIZATION GONE AWRY: THE IK**

Prior to World War II, the Ik were a cooperative, prosperous hunting and gathering people. They roamed in nomadic bands throughout a vast region that now makes up portions of three African nations – Kenya, Sudan, and Uganda. Today they are on the verge of extinction: They consist of scattered groups of hostile people, each of whom pursues individual survival at the expense of the others. This turnaround happened within three generations. As with other hunting and gathering peoples, life among the Ik had revolved about their traditional territory. From the land the Ik had derived not only their livelihood, but their sense of identity. After World War II, their lands were turned into a national park, and the Ik were barred from them. They moved eventually to the arid and barren mountains of northeast Uganda, and it was here that anthropologist Colin M. Turnbull (1972) found and studied them.

There is every reason to believe the Ik had at one time possessed those qualities most of us deem to be human virtues: kindness, generosity, consideration, affection, honesty, hospitality, compassion, and charity. For hunters in a tiny, close-knit society, these characteristics are essential for survival. Now the Ik are no longer hunters, but farmers. They exist in mountain villages that are far from livable and where famine prevails much of the time. A major source of their food comes from aiding and encouraging cattle raids and sheltering the raiders. These changes have produced unfriendly, uncharitable, inhospitable, and overall 'mean' people. Given their new circumstances, survival is the one and only governing principle for the Ik.



Cruelty and insensitivity dominate Ik life. Ik men sitting about a fire watch with eager anticipation as a child crawls toward the flames, then burst into gay and happy laughter when the child shrieks with pain as it plunges its hand into the coals. The elderly are abandoned by their relatives. Indeed, if Turnbull gave an aged Ik food, he would have to stand within arm's reach while the person ate. Otherwise, a younger Ik would snatch it. Because the Ik are on the verge of starvation, there simply does not seem to be room in their lives for warmth, sentiment, and love. Ik who cannot take care of themselves are considered burdens and hazards to the survival of others.

Children are thrown out of their parents' huts when they are 3 and survive by forming age bands. They enter into makeshift alliances that quickly disintegrate as allies become adversaries and former adversaries become allies. Children learn the wisdom of acting on their own, for their own good, while occasionally associating with others for some momentary gain. Nor can they count on their parents. When Giriko's son Lokol developed an intestinal blockage and was gravely ill, Giriko was amused and called others to look at the boy's distended belly. Although the 10-year-old could neither eat nor drink, he was the favorite topic for his father's jokes. Later, when Lokol was recovering, Turnbull had to force Giriko away to prevent him from stealing the boy's food.

Although the Ik still live in villages, people mistrust and fear one another in direct proportion to proximity and without regard to family and kinship. They still cling to only one shared value – *ngag*, or food. Food is their rationale for action and thought. It is the one standard by which the Ik measure right and wrong. Their word for good, *marang*, is defined in terms of food. 'Goodness', *marangik*, is defined as 'food' – or more particularly, 'individual possession of food'. For the Ik, a 'good person' is one who has a full stomach.

The family is incapable of holding itself together, much less serving as a model for a wider social network. Men may come back from a raid laden with meat, devour what they can, and sell the rest to a police post without giving as much as a bite to a starving wife or child. Economic interest is centered on as many individual stomachs as there are people. In this setting, socialization fails to provide rules for conduct. The prime maxim is that each person should do what he or she wants, and anything else only if forced to do so. The Ik no longer possess a sense of moral responsibility toward one another. And they lack any

sense of social belonging. At first Turnbull was angry and upset by the ways of the Ik. But then, like the Ik, he found he needed to conserve energy to survive, and that survival was possible only through diligent attention to his own needs while ignoring those of others. When he returned to the Western world, Turnbull concluded that the Ik are beyond saving as a society – they are doomed because their members are no longer socialized to be truly social beings.

### **Reading Comprehension**

1. Describe the background of Ik people. How have changes in Ik's way of living influenced their human principles?
2. Turnbull's survey of Ik people resulted in justifying the absence of 'moral responsibility towards one another'. Do you think he was right?
3. The last paragraph of the text seems to sound pessimistic. Explain why.
4. Summarize the text in your own words.

### **FINAL TESTS**

#### **1. Mark the statements as True or False and prove your choice.**

1. All researchers would agree that both biological inheritance and the processes of socialization play a role in human development.
2. Studies of animals raised in isolation support the importance of socialization on development.
3. During the preparatory stage identified by George Herbert Mead, children become skilled in role taking.
4. Experiments document that children do tend to become more aggressive and hyperactive after viewing a violent sequence on television.
5. In Wilbert Moore's view, if a job proves to be satisfactory, a person will enter a stage of socialization called continuous commitment during which the job becomes an indistinguishable part of the person's self-identity.
6. Charles Horton Cooley used the phrase looking-glass self to emphasize that the self is the product of our social interactions with other people.
7. According to George Herbert Mead, during the play stage children imitate the people around them, especially family members with whom they continually interact.
8. George Herbert Mead was among the first to analyze the relationship of symbols to socialization.

**2. Select the best of the four alternative answers.**

1. Isabelle was:

- a) reared in an interracial family;
- b) kept in almost total seclusion for the first six years of her life;
- c) subjected to mistreatment in a mental institution;
- d) a child whose language skills were of genius caliber.

2. Say which of the following used the phrase looking-glass self to emphasize that the self is the product of our social interactions with other people:

- a) George Herbert Mead; b) Erving Goffman;
- c) Charles Horton Cooley; d) Harry Harlow.

3. According to George Herbert Mead, children begin to consider several tasks and relationships simultaneously during the

- a) preparatory stage; b) play stage;
- c) game stage; d) generalized stage.

4. A person leaves a singles' bar alone and later tells a friend: "There wasn't anyone interesting in the entire crowd." This is an example of

- a) impression management; b) studied nonobservance;
- c) face-work; d) resocialization.

5. The institution most closely associated with the process of socialization is the

- a) family; b) peer group;
- c) school; d) mass media.

6. \_\_\_\_\_ are the gestures, objects, and language that form the basis of human communication.

- a) roles; b) statuses;
- c) symbols; d) the looking-glass self.

7. Say in which of Mead's stages of the self children imitate the people around them:

- a) the play stage; b) the game stage;
- c) the preparatory stage; d) the sensorimotor stage.

8. Mead is best known for his theory of

- a) presentation of self; b) cognitive development;
- c) self; d) impression management.

## **PROJECT WORK**

**1. Research topic:** In America communication researchers suggest that television is fixated on appealing to young and wealthy American men, those who buy sponsors' products. As a result, commercial TV does not portray the elderly, minorities, and women as they really are. In fact, many of these groups are virtually absent from the tube. Comment on the situation in your country.

Analyze one episode of any prime-time dramatic series. In writing, identify the race, ethnic identity, gender, and approximate age (child, teenager, young adult, middle-aged, or old) of each major character. If possible, also find each major character's occupation and social class (from their job, house, car, and so on). If an alien from Mars knew nothing about Ukrainian society except for what she learned from this one episode, what would she likely conclude about the makeup of your country?

**2. Discuss the roles of heredity and environment in human development.**

## Module II

### CULTURE

#### UNIT 1

##### VOCABULARY 1

**1. Look through the following international words. Try to guess what they mean:**

missionary <i>n</i>	adaptation <i>n</i>	practice <i>n</i>	artifact <i>n</i>	innovation <i>n</i>
combine <i>v</i>	diffusion <i>n</i>	cultivate <i>v</i>	gourmet <i>n</i> .	

**2. The following definitions explain the meaning of the above words. Match these definitions to the words from Exercise 1. Complete the sentences that follow:**

a) an object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest;

*The museum's collection includes \_\_\_\_\_ dating back to prehistoric times.*

b) something that is usually or regularly done, often as a habit, tradition, or custom;

*Industrial espionage is a fairly common \_\_\_\_\_ in China.*

c) the modification of something into a new form for a specific purpose;

*Evolution occurs over millions of years as a result of \_\_\_\_\_ to the changing environment.*

d) a new idea or method, something newly introduced; new method, custom, device, etc;

*To keep pace with the progress you should be aware of the latest \_\_\_\_\_ in computer technology.*

e) mix together different elements;

*She manages to successfully \_\_\_\_\_ motherhood and a career.*

f) a person who likes and is an excellent judge of fine foods and drinks;

*Sydney is also a \_\_\_\_\_'s paradise, with countless restaurants.*

g) the spread of a cultural or technological practice or innovation from one region or people to another, as by trade or conquest;

*Cultural evolution usually occur in tandem with cultural \_\_\_\_\_.*

h) a person who has been sent to a foreign country to teach their religion to the people who live there;

*Pearl Buck was raised in China, where her parents were Christian \_\_\_\_\_.*

i) to improve and prepare land for raising crops.

*A fruit tree is defined as a tree \_\_\_\_\_ for the production of fruit, such as apples, pears, plums and cherries.*

## READING

### 1. Before you read think over the following questions.

1. What is culture?
2. What do all societies have in common despite their differences?
3. How can different cultures exchange their ideas, technology, customs, etc.?
4. What makes this exchange faster these days?

2. Read the text quickly and choose the most suitable heading for each paragraph. (There are two extra headings.)

## CULTURE AND SOCIETY

a. Innovation.	b. Discovery	c. Culture.	d. Diffusion.
e. Cultural universals.	f. Technology.	g. Invention	

1. The study of culture is basic to sociology. Culture is the totality of learned, socially transmitted customs, knowledge, material objects and behavior. It includes the ideas, values, customs, and artifacts (for example, CDs, comic books, and birth control devices) of groups of people. The largest form of human group is called a society. It consists of people who share a common heritage and culture. Members of the society learn this culture and transmit it from one generation to the next. They even preserve their distinctive culture through literature, art, video recordings, and other means of expression. If it were not for the social transmission of culture, each generation would have to reinvent television, not to mention the wheel.

2. Despite their differences, all societies have developed certain common practices and beliefs, known as cultural universals. Many of them are, in fact, adaptations to meet essential human needs, such as people's need for food, shelter, and clothing. Some of these include athletic sports, bodily adornment, calendar, cooking, courtship, dancing, decorative art, family, food habits, food

taboos, funeral ceremonies, games, gestures, gift giving, hairstyles, housing, language, laws, marriage, medicine, music, myths, personal names, religion, sexual restrictions, surgery, toolmaking, visiting etc.

3. The process of introducing an idea or object that is new to culture is known as innovation. There are two forms of innovation: discovery and invention. A discovery involves making known or sharing the existence of an aspect of reality. The finding of the DNA molecule and the identification of a new moon of Saturn are both acts of discovery. By contrast, an invention results when existing cultural items are combined into a form that did not exist before. The bow and arrow, the automobile, and the television are all examples of inventions, as are Protestantism and democracy.

4. Just as a culture does not always discover or invent its foods, it may also adopt ideas, technology, and customs from other cultures. You don't have to sample gourmet food to eat 'foreign' foods. Breakfast cereal comes originally from Germany, candy from the Netherlands, chewing gum from Mexico, and the potato chip from the America of the Indians. The United States has also 'exported' foods to other lands. Residents of many nations enjoy pizza, which was popularized in the United States. However, in Japan they add squid, in Australia it is eaten with pineapple, and in England people like kernels of corn with the cheese. Sociologists use the term diffusion to refer to the process by which a cultural item spreads from group to group or society to society. Diffusion can occur through a variety of means, among them exploration, military conquest, missionary work, the influence of the mass media, tourism, and the Internet. Diffusion may take place over extremely long distances. The use of smoking tobacco began with Indian tribes in the Caribbean, where the tobacco plant grew wild. Over a period of hundreds of years, one neighboring tribe after another acquired and cultivated tobacco. Through diffusion, this practice traveled through Central America and across the North American continent and eventually made its way to Europe.

5. Technology in its many forms has now increased the speed by which aspects of culture are shared and has broadened the distribution of cultural elements. Technology not only accelerates the diffusion of scientific innovations but also transmits culture. There is a distinction between the elements of material and nonmaterial culture. Material culture refers to the physical or technological aspects of our daily lives, including food items, houses, factories, and raw

materials. Nonmaterial culture refers to ways of using material objects and to customs, beliefs, philosophies, governments, and patterns of communication. Generally, the nonmaterial culture is more resistant to change than the material culture is. The sociologists have introduced the term ‘culture lag’ to refer to the period of maladjustment when the nonmaterial culture is still adapting to new material conditions. For example, the ethics of using the Internet, particularly privacy and censorship issues, have not yet caught up with the explosion in Internet use and technology.

**2. Read the text again and answer the questions with a partner.**

1. Why wouldn’t each generation have to reinvent television or a wheel?
2. What are two forms of innovation?
3. How does discovery differ from invention?
4. How are cultural items spread from society to society?
5. What are the means of diffusion?
6. How does technology influence diffusion?
7. What is material culture?
8. Which culture (material or nonmaterial) is more resistant to change?
9. What is ‘culture lag’?

**SPEAKING**

**1. Work with a partner to discuss the following.**

1. The cultural practices may be universal, but the manner in which they are expressed varies from culture to culture. For example, one society may let its members choose their own marriage partners. Another may encourage marriages arranged by the parents. Give more examples of expressing universal cultural practices in different cultures.

2. The finding of a DNA molecule was mentioned in the text. Think of more examples of a discovery.

3. The automobile is an example of invention. Think of more examples.

**2. Describe a process of diffusion in the sphere of:**

- a) military conquest; b) missionary work; c) mass media; d) tourism; e) Internet.

**3. The Cultural Time Capsule.** Use your sociological imaginations and make assumptions about three material objects found in a cultural time capsule in the year 2500. These three objects are *a CD, a cell phone, and a coin*. Imagine that you know nothing about the culture from which these objects came. Think



of at least ten assumptions you might make about the culture that used these objects.

## **VOCABULARY 2**

**1. See how many words you have learned from the text. Use the clues to complete the puzzle. The word across is hidden. It means ‘the spread of social institutions (and myths and skills) from one society to another; or of elements of culture to another region or people’. Find it.**

### **Down:**

1) action or process of determining the existence, presence, or fact of, usually accidentally; being the first to find or observe (a place, substance, or scientific phenomenon) (para 3)

2) something newly introduced, such as a new method or device (para 3)

3) a principle proposition, idea, etc., accepted as true (para 2)

4) an object made by a human being, typically one of cultural or historical interest (para 1)

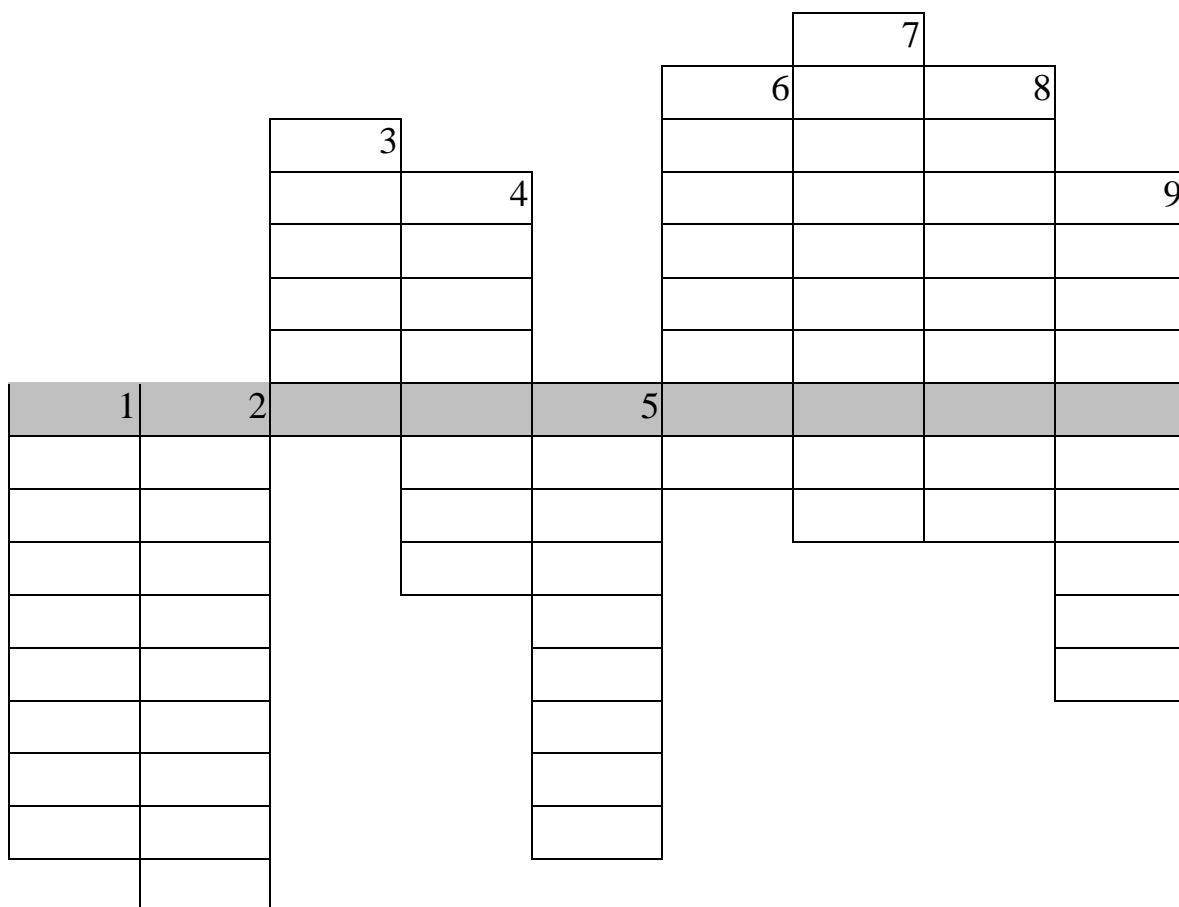
5) a characteristic common to every member of a particular culture or to every human being (para 2)

6) taking control of a place or people by military force (para 4)

7) all of the people born and living at about the same time or of approximately the same age (para 1)

8) the way in which an animal or person behaves in response to a particular situation or stimulus (para 1)

9) the practical application of science to commerce or industry (para 5)



**2. Use the following words to make phrases from the text.**

social

items

cultural x2

heritage

common

need

nonmaterial

transmission

human

universals

culture

**3. Complete the following sentences with the above phrases.**

1. Scientific and technological achievements are the \_\_\_\_ \_\_\_\_ of humanity. 2. According to SETI Institute project called 'Earth Speaks', by submitting text messages, pictures, and sounds from across the globe, people from all walks of life will convey the \_\_\_\_ \_\_\_\_ of the mankind to an extraterrestrial civilization and thus contribute to a dialogue with other worlds. 3. Azerbaijani mugam included into the UNESCO List of masterpiece of the humanity is the example of \_\_\_\_ \_\_\_\_ that has been successfully transferred from generation to generation. 4. Teaching is much more than the giving of

knowledge. The art and science of teaching involves the \_\_\_\_\_ of the culture, beliefs, norms and collective knowledge of a society's political, economic and social history. 5. More than 20,000 attendees from 43 countries visit World A'Fair, the Miami Valley's popular international festival, each year. This year it presents 30 educational and cultural displays; more than 200 \_\_\_\_\_ from around the world – from jewelry and musical instruments to dolls – are sold at the fest. 6. Good is a commodity or service that satisfies a \_\_\_\_\_.

## LANGUAGE REVIEW 1

### Verb tenses: Present Perfect

#### 1. Study the sentences a-d below. Which one describes:

1) actions or events finished in a time period that continues up to now.

2) unfinished events starting in the past and continuing up to the present (using *for* and *since*)

3) actions that happened in the past but have a result in the present (present result), i.e. events that affect the present situation.

4) experiences in our lives when we don't say when they happened.

a. We've been really busy all week. You've worked hard all year.

b. Have you ever visited our head office? They've never climbed Mont Blanc.

c. Prices have gone up so they are very high now. Your office looks different. Have you moved the furniture around?

d. I've been in sales since 1992. The company has been the market leader for three years now.

#### 2. Study the following sentences paying attention to the adverbs used with the Present Perfect.

1. Would you have something to eat? – No, thanks. I've **just** had lunch.

2. What time is the boss leaving? – He's **already** gone. 3. I've written the letter but I haven't posted it **yet**. 4. Haven't you **ever** given a presentation? 5. This is the most expensive hotel we've **ever** stayed in. 6. He has **never** written a report **before**. 7. I've **never** spoken in front of a large audience **in my life**. 8. Have you heard from our partners **lately**? 9. Everything is going well. We haven't had any

problems **so far**. 10. They have **always** lived in this town. 11. I haven't seen Ron **for ages**. 12. We haven't seen each other **for a long time**. 13. I've worked here **since 1998**. 14. I've met a lot of people **in the last few days**. 15. Nothing has changed **in the past few years**. 16. This is **the third time** Rachel has forgotten to give me a message. 17. He's visited their office **twice this week**. 18. She's typed five letters **today**. 19. I haven't seen Michael **this morning**. 20. You haven't worked very hard **this term**.

**3. Change the predicates in the sentences from Present Continuous into Present Perfect.**

- I am not writing a report now. – *I have written it already.*

1. We are not analyzing the data now. 2. We are not interviewing the subjects now. 3. I am not comparing the data now. 4. We are not recording the results now. 5. I am not observing his behaviour now. 6. I am not copying the experimental data now. 7. I am not reporting on my conclusions now.

- He is solving a problem now. – *He hasn't solved the problem yet.*

1. She is considering this hypothesis now. 2. He is making analyses now. 3. He is thinking the matter over now. 4. She is watching this phenomenon now. 5. He is performing a task now. 6. He is working out a new method now.

**4. Change the following sentences into an interrogative form.**

- We have finished this experiment. – *Have you finished this experiment?*

1. I have applied the new approach lately. 2. We have considered the issue already. 3. They have just spoken to the leading sociologist. 4. I have accepted his point of view. 5. He has rejected his hypothesis. 6. I have made certain conclusions.

**5. Change the following indirect questions into direct ones.**

- Ask your friend why he has finished his experiment. – *Why have you finished your experiment?*

1. Ask your friend why he hasn't taken part in the interview. 2. Ask your friend what conclusion he has made. 3. Ask your friend what results they have achieved. 4. Ask your friend where they have applied this technique.

**6. Complete the extracts with the present perfect or past simple of the verbs in the box:**

appear	unearth	produce	build	be	come.
--------	---------	---------	-------	----	-------

We \_\_\_\_\_ a long way from our prehistoric heritage. The human species \_\_\_\_\_ such achievements as the poetry of Emily Dickinson, the paintings of Vincent Van Gogh, the films of Akira Kurosawa. The process of expanding culture \_\_\_\_\_ under way for thousands of years. About 700 000 years ago people \_\_\_\_\_ hearths to use fire. Archeologists \_\_\_\_\_ tools that date back about 100 000 years. It is evident now that paintings, jewelry and statues \_\_\_\_\_ 35 000 years ago.

## LANGUAGE REVIEW 2

### Article

#### 1. Match the sentences (1-6) with the corresponding rules (a-f).

1. I have bought a house in Wales. **The** house is in an agricultural area.
  2. Would you like to travel round **the** world?
  3. Geoff plays **the** piano very well. Marconi invented **the** radio.
  4. **A** colleague and I got some money to do research in non-verbal communication.
  5. I'm **an** architect. He's **a** vegetarian. It was **a** good film.
  6. Milk is good for you. Could you pass **the** milk, please?
- a. You use *the* with a noun when you are referring back to someone or something that has already been mentioned.
  - b. You use *the* with a noun when you are referring to something of which there is only one in the world.
  - c. You use *the* in a general sense with the names of musical instruments and scientific inventions.
  - d. You use *a/an* when you are talking about a person or thing for the first time.
  - e. We use *a/an* with jobs and when we say what someone or something is.
  - f. We use no article when we make generalizations with plural nouns and uncountable nouns. But when we talk about something in particular, we use uncountable nouns with *the*.

#### 2. Supply *a/an*, *the* or – (zero article).

1. I'm working as ... secretary in ... office in London.
2. Do you always drink ... tea with milk?
3. My brother works in ... large garage in Brighton. He's ... engineer.
4. ... earth moves round ... sun.
5. We were looking for ... place to spend the night. ... place we found turned out to be in ... charming village. ... village was called Lodsworth.
6. We have seen what ... earth looks like from ...

moon. 7. I'm ... vegetarian, I don't eat ... meat or ... fish. 8. I'm not interested in the price of ... silver or the price of ... gold. 9. At the century's beginning ... telephone was new and ... computer not even invented. 10. Can you play ... violin? 11. ... Chinese invented ... paper and ... powder.

**3. Fill in the blanks with the appropriate article where necessary. Pay attention to abstract nouns and names of materials.**

1. ... life is impossible without ... water and ... air. 2. You can't swim in the river. ... water isn't warm enough. 3. She hurried in and found ... coffee almost boiled away. 4. ... oil is lighter than ... water. 5. ... water is short in deserts and can be found in oases. 6. This is ... coffee I am so fond of. 7. ... coffee is cultivated in the south of the island. 8. ... air was fresh and cool. 9. Nothing can travel faster than ... light. 10. The patient was making ... noticeable progress. 11. You can be satisfied with ... progress you have made.

## UNIT 2

### VOCABULARY 1

**1. Look through the following international words. Guess their meaning. Use them in the sentences below:**

abstract *adj*

sanction *n*

stable *adj*.

1. She's in the hospital in \_\_\_\_\_ condition. 2. This debate is becoming too \_\_\_\_\_ – let's have some hard facts! 3. Trade and economic \_\_\_\_\_ will only be stopped when the aggressor nation withdraws its troops. 4. After several part-time jobs, he's now got a \_\_\_\_\_ job in a bank. 5. Truth and beauty are \_\_\_\_\_ concepts.

**2. Match the words (1-3) to the groups of synonyms (a-c). Think over the proper translation of these words into your native language. Remember that international words are sometimes either 'false friends' or semi international words (a word in a foreign language bearing a deceptive resemblance to a word in one's own language, and at least one meaning in common, but not all).**

1. Complex

2. Penalty

3. Character

a. Letter, sign, figure, emblem

b. Difficult, hard, intricate, complicated

c. Punishment, fine, poena

**3. Translate the phrases (a) and complete the sentences (b) below.**

a. Arabic character, Chinese characters, Cyrillic character, mathematical character.

b. 1. Currently, ticket holders pay a \_\_\_\_\_ equal to 25% of the ticket price when they change their flight plans. 2. We think of our emotions as being either positive or negative; but there is another important way in which emotions divide: they are also simple or \_\_\_\_\_. 3. Emotions in general are the most \_\_\_\_\_ mental phenomenon in a personality. 4. The protesters were told to clear the area around the building, on \_\_\_\_\_ of arrest if they did not.

**READING**

**1. Before you read the text discuss the following.**

1. Is language a cultural universal?
2. What is the difference between verbal and nonverbal communication?
3. In the old West, words such as *gelding*, *stallion*, *mare*, *piebald* and *sorrel* were all used to describe one animal – the horse. If we knew little of this period of history what could we conclude about this culture?
4. The Slave Indians of Northern Canada have 14 terms to describe ice (solid ice, seamed ice, cracked ice, floating ice, etc). What can you say about the priorities in this culture?

**2. The following sentences are taken from the text below. Read the sentences and decide where they fit in the text.**

- A. Nonverbal communication is the use of gestures and facial expressions to communicate.
- B. Sociologists distinguish between norms in two ways.
- C. Wash your hands before dinner. You must not kill. Respect your elders.
- D. Language reflects the priorities of a culture.
- E. Mores embody the most cherished principles of a people.
- F. We each have our own personal set of standards but we also share a general set of objectives as members of a society.
- G. Folkways are norms governing everyday behavior.

## ELEMENTS OF CULTURE

1. \_\_\_\_\_ The English language makes extensive use of words dealing with war. We speak of *conquering* space, *fighting the battle* of the budget, *waging a war* on drugs, making a *killing* on the stock market, and *bombing* an examination; something monumental or great is *the bomb*. An observer from an entirely different and warless culture could gauge the importance that war and the military have had on our lives simply by recognizing the prominence that militaristic terms have in our language.

Language is an abstract system of word meanings and symbols for all aspects of culture. It includes speech, written characters, numerals, symbols, and gestures and expressions of nonverbal communication.

2. \_\_\_\_\_ We are not born with these gestures and expressions. We learn them, just as we learn other forms of language, from people who share our same culture. This is as true for the basic expressions of smiling, laughter, and crying as it is for more complex emotions such as shame or distress.

Like other forms of language, nonverbal communication is not the same in all cultures. Sociological research at the microlevel documents that people from various cultures differ in the degree to which they touch others during the course of normal social interaction.

3. \_\_\_\_\_ All societies have ways of encouraging and enforcing what they view as appropriate behavior while discouraging and punishing what they consider to be improper behavior. Norms are established standards of behavior maintained by a society.

4. \_\_\_\_\_ First, norms are classified as either formal or informal. Formal norms generally have been written down and specify strict rules for punishment of violators. By contrast, informal norms generally are understood but are not recorded. Standards of proper dress are a common example of informal norms. Our society has no specific punishment or sanction for a person who comes to school, say, wearing a monkey suit. Making fun of the nonconforming student is the most likely response.

Norms are also classified by their relative importance to society. When classified in this way, they are known as mores and folkways.

5. \_\_\_\_\_ Each society demands obedience to its mores; violation can lead to severe penalties. Thus, the United States has strong mores



against murder, treason, and child abuse that have been institutionalized into formal norms.

6. \_\_\_\_\_ Folkways play an important role in shaping the daily behavior of members of a culture. The violation of folkways raises comparatively little concern in a society. For example, walking up a 'down' escalator in a department store challenges our standards of appropriate behavior, but it will not result in a jail sentence.

7. \_\_\_\_\_ Cultural values are these collective conceptions of what is considered good, desirable, and proper – or bad, undesirable, and improper – in a culture. They indicate what people in a culture prefer as well as what they find important and morally right (or wrong). Values may be specific, such as honoring one's parents and owning a home, or they may be more general, such as health, love, and democracy.

Values influence people's behavior and serve as criteria for evaluating the actions of others. The values of a culture remain relatively stable during any one person's lifetime.

### **3. Read the text and answer the following questions.**

1. What is the difference between mores and folkways?
2. How do values influence society?

### **SPEAKING**

1. Some examples of folkways in western culture include respecting the privacy of strangers and eating food with the proper utensil. Work with a partner to give more examples of folkways in Ukrainian culture.

2. Discuss some of the cultural practices in the Ukraine that might seem strange to someone from another culture.

### **VOCABULARY 2**

#### **1. Find words in the text that mean the following:**

a) an abstract system of word meanings and symbols for all aspects of culture. It also includes gestures and other nonverbal communication (para 1);

b) the process of sending and receiving wordless messages through gesture, body language, facial expression, eye contact, etc. (para 2);

- c) established standards of behavior maintained by a society (para 3);
- d) penalties and rewards for conduct concerning a social norm (para 4);
- e) moral guidelines for acceptable behavior, folkways of central importance accepted without question and embodying the fundamental moral views of a group (para 5);
- f) the patterns of conventional behavior in a society, norms that apply to everyday matters. They are the conventions and habits learned from childhood. (para 6);
- g) an ideal accepted by some individual or group (para 7);
- h) a fairly large number of people who live in the same territory, are relatively independent of people outside it, and participate in a common culture. (para 7).

## **2. Complete the sentences with the words from Exercise 1.**

1. In order for a \_\_\_\_\_ to become significant it must be widely shared and understood. For example in movie theatres we typically expect that people will be quiet while the film is shown. 2. Breaking a \_\_\_\_\_ does not cause severe punishment, but may cause the person to be laughed at, frowned upon, or scolded. 3. Sociologist Donald Black has termed *law* to be 'governmental social control', establishing laws as \_\_\_\_\_ enforced by the state. 4. In Japan it is a \_\_\_\_\_ for youngsters to wear flip-flop sandals while learning to walk. 5. In many societies around the world \_\_\_\_\_ serve to reinforce patterns of male dominance. For example within the traditional Buddhist areas of Southeast Asia, hospitals that house men on the first floor do not place women on the second floor. 6. Over the last 30 years the \_\_\_\_\_ of 'being very well-off financially' has become extremely popular. 7. \_\_\_\_\_ are much more strictly enforced than folkways. 8. A \_\_\_\_\_ is the largest form of human group. 9. \_\_\_\_\_ is the foundation of culture. 10. American society has strong \_\_\_\_\_ against murder, treason, and child abuse that have been institutionalized into formal norms. 11. As support for traditional norms weakens, people feel free to violate them more frequently and openly and are less likely to receive serious negative \_\_\_\_\_.

## LANGUAGE REVIEW 1

### Verb tenses: Past Perfect

#### 1. Look at these three sentences and underline the verbs.

1. She had been to Australia twice before we went together. 2. We wanted to remember all we had seen. 3. The film had already started when we arrived at the cinema.

Now answer the following questions:

- Which verb in each sentence is in the past simple? (The other verb is in the Past Perfect.)
- Which action happened first in each sentence?
- Which action happened second?
- Do we use the Past Perfect for the action that happened first or the action that happened second?

#### 2. Match the halves of the sentences.

- |   |   |
|---|---|
| 1. By the time they got to the cinema         | a) after I'd told him not to.                                   |
| 2. He stayed out late                         | b) when the phone rang and woke me up.                          |
| 3. By the end of his first year at university | c) the film had already started.                                |
| 4. I'd just gone to sleep                     | d) she changed her mind and said she wanted to eat out instead. |
| 5. After I'd booked the tickets               | e) he'd already decided he didn't want to be a doctor.          |

#### 3. Match the sentence beginnings in A with endings in B. Change a verb to the Past Perfect Simple in each sentence.

- |  |   |
|--|---|
| I got lost in the city because           | I (spend) a lot of time studying before it. |
| The evening went well because            | I (hear) it was good.                       |
| I went to see the film because           | I (not/be) there before.                    |
| I was qualified for the job because      | I (not/be) able to sleep the night before.  |
| I found the exam easy because            | I (plan) it carefully.                      |
| It was a big day but I was tired because | I (study) the subject at university.        |

#### 4. Complete the text with the Past Simple or Past Perfect of the verbs in brackets.

Warren Buffet, the second richest man in the world, has given almost all his \$44 billion fortune away. Buffet (buy) shares before he (be) 12 years old, and by the time he (be) 14, he (make) his first purchase of land. After he (complete) his Masters degree at Columbia Business School, he (begin) his own investment

partnership in 1956. Buffet's wife was going to supervise his charity work and donations but she (die) in 2004. They (not live) together since 1977. Buffet has given his fortune to a charity run by the world's richest man, Bill Gates. Once Gates (make) a fortune with Microsoft, he (set up) the Gates Foundation. Before he (be) 50, Gates (give) \$26 billion to charity. The Gates Foundation is now the biggest charitable trust in the world.

## LANGUAGE REVIEW 2

### Word formation: conversion

**1. Look at the following pairs of sentences. Do the words in bold type differ from each other?**

- |   |  |
|---|--|
| 1. He needs to <b>diet</b> .                | He needs to go on a <b>diet</b> .                  |
| 2. I'm going to <b>ring</b> him.            | I'm going to give him a <b>ring</b> .              |
| 3. I <b>looked</b> in the paper.            | I had a <b>look</b> in the paper.                  |
| 4. We had to <b>queue</b> for half an hour. | We had to wait in a <b>queue</b> for half an hour. |
| 5. What's the <b>answer</b> ?               | <b>Answer</b> the question.                        |
| 6. I must <b>clean</b> my room.             | It's a <b>clean</b> room.                          |
| 7. I don't like the <b>cold</b> .           | I don't like <b>cold</b> weather.                  |

**2. Look at the following pairs of sentences. Do the verb and noun have a similar meaning, or are they different in meaning?**

1. We had a long wait for the bus. If we wait any longer, we may miss the train.
2. I gave him the book. Did you book the table in the restaurant?
3. They take a break after an hour's work. Did he break his arm skiing?
4. I go for a run most mornings. I was late so I had to run to get to school on time.

**3. Rewrite these sentences using the underlined nouns as verbs. Change or add words if necessary.**

- There was a lot of rain yesterday. – *It rained a lot yesterday.*
  1. We had a long wait. We ...
  2. This apple has got a strange taste. This ...
  3. We waited in the queue for half an hour. We ...
  4. The cost of the holiday was about £500. The ...
  5. I wrote a reply to his letter yesterday. I ...
  6. She gave me a smile this morning. She ...

4. Rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

• They want to rest for a bit. – *They want to have a rest for a bit.*

- |   |                             |
|---|-----------------------------|
| 1. I'll <u>ring</u> him this evening.                 | I'll ...                    |
| 2. I'll <u>diet</u> if necessary.                     | I'll ...                    |
| 3. If you don't know, just <u>guess</u> .             | If you don't know, just ... |
| 4. I <u>braked</u> but I still couldn't stop in time. | I ...                       |
| 5. I <u>dreamt</u> about my mother.                   | I ...                       |
| 6. Did you <u>look</u> in the paper?                  | Did you ... ?               |

5. Translate the following sentences. Pay attention to the words in bold type.

1. We'll get to Gloucester Road quickly if we **tube**. 2. There Louisa kept the sealed **bottles** and **cans** of food, neatly labelled, which she **canned** and **bottled** herself from season to season. 3. You had to have a strong head and a fine constitution to **drink, drink** for **drink**. 4. At last he came into the **open**. 5. Martin started to **question** him about the missing photograph. 6. My thoughts have been much occupied with the **ups** and **downs**, the fortunes and misfortunes of married life. 7. I won't go into the **whys, whats** and **hows**. 8. Endersleigh Street is a small street **sandwiched** between two larger streets in the neighbourhood of Oxford Circus.

6. Translate the sentences. Analyze semantic relations between the converted verbs in bold type and the nouns.

1. His client Mr Richmond had to be punctual, indeed his appointment was **timed** for 10 o'clock. 2. Molly was nine, the eldest, and when she remembered this superiority, she **mothered** the party. 3. When is she going to **face** facts? 4. "Forgive my saying so, old boy", said Brent, "but how can you **stomach** old Tewkesbury as a client?" 5. The silence lengthened and he could feel Bachixa starting to **eye** him. 6. When they are trying to improve their time, joggers **clock** their practice runs.

7. Translate the sentences. Analyze semantic relations between the converted nouns in bold type and the verbs.

1. He did not at all like the **look** or **feel** of the bed, the springs were broken in the centre and it creaked when he lay down to try it. 2. Bowen's first

**kill** was a big black insect. 3. He was not allowed a **say** for one single minute. 4. She was wearing a tweed coat trimmed with fur, foreign in **make** and **cut**.

**8. Translate the sentences. Analyze semantic relations between the converted verbs in bold type and the adjectives.**

1. The buildings **greyed** with weather. 2. Caroline put the palms of her hands out to the sun to get them **browned**. 3. His face was long, **dried** up by sun and **yellowed** by fever. 4. I made a vain attempt to **better** myself. 5. I will try to **smooth** the difficulties out of your path. 6. **Empty** water out of the jar.

### LANGUAGE REVIEW 3

#### Word formation: abbreviations and acronyms

##### 1. Match examples (a-e) to the rules (1-5).

There are five basic types of abbreviation. The first three are used for abbreviating a single word.

1. The first type consists of the first letter of the word. When read aloud, the abbreviation is usually pronounced like a full word.

2. The second type consists of the first few letters of the word. When read aloud, the abbreviation is usually pronounced like the full word.

3. The third type consists of the word with several letters missed out. When read aloud, the abbreviation is pronounced like the full word. Some abbreviations of this type have capital letters. Then we say each letter separately.

4. The fourth type consists of the first letter of each word. We usually say each letter separately, with the main stress on the last letter.

5. The fifth type of abbreviation uses the first letter of each word to form a new word. This type of abbreviation is called *an acronym*. We pronounce an acronym as a word, rather than saying each letter.

a. Sgt = sergeant, asst. = assistant, dept = department, jct = junction, km = kilometer, tbsp. = tablespoon, kW = kilowatt, HQ = headquarters, TV = television, TB = tuberculosis.

b. MP = Member of Parliament, CD = compact disc, HRH = His/Her Royal Highness, USA = United States of America, VIP = very important person, rpm = revolutions per minute.

c. F = Fahrenheit, N = North, m = metre, p. = page.

d. BASIC = Beginner's All-purpose Symbolic Instruction Code, OPEC = Organization of Petroleum-Exporting Countries, TEFL = teaching English as a foreign language.

e. Brit. = British, Hon. = Honorable, Thurs. = Thursday. cont. = continued, usu. = usually, vol. = volume.

**2. How are the abbreviations in these sentences pronounced? What do they stand for?**

1. Read pp 34 – 40 for homework. 2. If he can't give up the habit on his own, he should try joining A.A. 3. This antique vase dates from 1500 AD. 4. Cars must not exceed 30 mph in a built-up area. 5. Write back asap. 6. Do you believe in UFOs? 7. A good pass in French (i.e. at least grade B) is desirable. 8. Citrus fruits, e.g. oranges and grapefruit, won't grow in this climate. 9. Are you for or against joining NATO? 10. The film gives a convincing depiction of life BC. 11. A mobile phone text message: c u 4 t at 3, OK? BTW K's going 2 b here.

### UNIT 3

#### VOCABULARY 1

**1. Check if you can guess the meaning of the following international words from the text. Then use them in the sentences below:**

dominant <i>adj</i>	accumulate <i>v</i>	shock <i>n</i>	local <i>adj</i>	disorient <i>v</i> .
---------------------	---------------------	----------------	------------------	----------------------

1. It was such a loud crash – it gave me quite a \_\_\_\_\_. 2. Many \_\_\_\_\_ shops will be forced to close if the new supermarket is built. 3. As people \_\_\_\_\_ more wealth, they tend to spend a greater proportion of their incomes. 4. For years the Democrats were the \_\_\_\_\_ party in Congress. 5. It was a real culture \_\_\_\_\_ to find herself in London after living on a small island. 6. Most of the \_\_\_\_\_ population depend on fishing for their income. 7. It's easy to get \_\_\_\_\_ because all the streets look alike.

**2. Which of the following words are the semi-international words? Which are the 'false friends'? Match the words (1-6) to the groups of synonyms (a-f):**

1) occupation *n*;. 2) champion *v*; 3) sport *v*. 4) primitive *adj*; 5) resident *n*; 6) oppose *v*.

- a) occupant, dweller, inhabitant;
- b) defend , protect , advocate, fight for, support, back;
- c) wear, be dressed in, show off;
- d) employment , business;
- e) preliterate, tribal, nonindustrial (of societies);
- f) fight, argue, debate, struggle, resist.

**3. Think of good interpretation of the semi-international words and ‘false friends’ in the italics below.**

1. Sailing was his favorite weekend *occupation*. 2. As a congresswoman, she *championed* the cause of fair labor practices. 3. *Primitive* races colonized these islands 2000 years ago. 4. Back in the 1960s he *sported* bell-bottom trousers, platform heels and hair down past his shoulders. 5. He has *championed* constitutional reform for many years. 6. In the space marked ‘*occupation*’ she wrote ‘police officer’. 7. The front of the car *sported* a German flag. 8. The *local residents* were angry at the lack of parking spaces. 9. The hotel bar was only open to *residents* (= to people staying at the hotel). 10. The proposed new examination system has been strongly *opposed* by teachers. 11. Most of the *local residents* *opposed* the closing of their hospital.

**READING**

**1. Before you read the text discuss the following.**

- 1. Do young people sometimes develop their own culture?
- 2. Can you give the example of any kind of youth culture?
- 3. Do you know anyone who belongs to any kind of youth culture? What about you?

**ASPECTS OF CULTURAL VARIATION**

Each culture has a unique character. Despite the presence of cultural universals such as courtship and religion, there is still great diversity among the world’s many cultures. Moreover, even within a single nation, certain segments of the populace develop cultural patterns that differ from the patterns of the dominant society.

Subcultures. Older people living in housing for the elderly, workers on an offshore oil rig, rodeo cowboys, circus performers, goth music fans – all are



examples of what sociologists refer to as subcultures. A subculture is a segment of society that shares a distinctive pattern of mores, folkways, and values that differs from the pattern of the larger society. In a sense, a subculture can be thought of as a culture existing within a larger, dominant culture. Subcultures may be based on common age, region, ethnic heritage, occupation, or beliefs. Certain subcultures develop because of a shared interest or hobby.

Countercultures. By the end of the 1960s, an extensive subculture had emerged in the United States composed of young people who repudiated the technological orientation of our culture. This group primarily included political radicals and ‘hippies’ who had ‘dropped out’ of mainstream social institutions. These young men and women rejected the pressure to accumulate more and more cars, larger and larger homes, and an endless array of material goods. Instead, they expressed a desire to live in a culture based on more humanistic values, such as sharing, love, and coexistence with the environment. As a political force, the subculture opposed the United States’ involvement in the war in Vietnam and encouraged draft resistance.

When a subculture deliberately opposes certain aspects of the larger culture, it is known as a counterculture. Countercultures typically thrive among the young, who have the least investment in the existing culture. In most cases, a person who is 20 years old can adjust to new cultural standards more easily than someone who has spent 60 years following the patterns of the dominant culture.

Beginning in about 1968, a new counterculture surfaced in Great Britain. The Skinheads were young people with shaved heads who often sported suspenders, tattoos, and steel-toed shoes. These young people generally came from working-class backgrounds and had little expectation of ‘making it’ in mainstream society. Some Skinhead groups championed racist and anti-Semitic ideologies and engaged in vandalism, violence, and even murder. Immigrants from India and Pakistan became a common target of Skinhead attacks. Throughout the 1970s, the Skinhead counterculture gradually spread from Britain to Europe, North America, and Australia. According to a report released by the Anti-Defamation League, Skinheads now constitute a worldwide movement of 70,000 people in about 33 countries.

Culture shock. When immersed in an unfamiliar culture, a person may feel strangely disoriented, uncertain, out of place, even fearful. These are all indicators

that he or she may be experiencing what sociologists call culture shock. For example, a resident of the USA who visits certain areas in China and wants local meat for dinner may be stunned to learn that the specialty is dog meat.

Attitudes toward Cultural Variation. Many everyday statements reflect our attitude that our culture is the best. We use terms such as underdeveloped, backward, primitive to refer to other societies. The term *ethnocentrism* is coined to refer to the tendency to assume that one's own culture and way of life are superior to all others. The ethnocentric person sees his own group as the centre of culture and views all other cultures as deviations from what is 'normal'.

*Xenocentrism* is the belief that the products, styles, or ideas of one's society are inferior to those that originate elsewhere. For example, people in the USA often assume that French fashions or Japanese electronic devices are superior to our own.

## **2. Answer the questions in pairs.**

1. In what manner are people united into subcultures? 2. What is the basic difference between subculture and counterculture? 3. What examples of countercultures does the text provide? 4. What subcultures and countercultures are represented in Ukraine? 5. When do people experience a culture shock? 6. What is the essence of ethnocentrism? 7. What example does the text give to illustrate xenocentrism?

## **SPEAKING**

### **1. Match the following subcultures with the principles they are based on:**

- |                               |                             |
|-------------------------------|-----------------------------|
| 1) teenagers                  | a) shared interest or hobby |
| 2) computer 'hackers'         | b) region                   |
| 3) Appalachians               | c) occupation               |
| 4) Cuban Americans            | d) ethnic heritage          |
| 5) firefighters               | e) common age               |
| 6) ballroom dance contestants |                             |
| 7) old people                 |                             |

### **2. Complete the following situations.**

1. Someone from a strict Islamic culture may be shocked upon seeing...
2. A conservative older person might feel confused or horrified at...

### **3. Speak on the following.**

1. Give more examples of culture shock.
2. Can ethnocentrism cause any dangerous consequences sometimes?
3. Is xenocentrism widespread in Ukraine?
4. **Think about your own attitude toward one of cultural variations.**

## VOCABULARY 2

### 1. Match the following terms with the correct definitions:

1) xenocentrism	a) a culture with lifestyles and values opposed to those of the established culture
2) counter-culture	b) the belief that the products , styles or ideas of one's society are inferior to those that originate elsewhere
3) ethnocentrism	c) a social group within a national culture that has distinctive patterns of behaviour and beliefs
4) subculture	d) belief in the superiority of one's own ethnic group

### 2. Complete the sentences with the words from Exercise 1.

1 \_\_\_\_\_ are typically popular among the young, who have the least investment in the existing culture. 2 Americans that automatically assume that French fashions or Japanese electronic devices are superior to their own are engaging in \_\_\_\_\_. 3. \_\_\_\_\_ can be perceived as negative due to their nature of criticism to the dominant societal standard. 4. In essence, \_\_\_\_\_ bring together like-minded individuals who feel neglected by societal standards and allow them to develop a sense of identity.

### 3. Read the article again and find the following:

a noun used to describe a characteristic common to every member of a particular culture or to every human being (para 1);

a noun used to denote anything that has been transmitted from the past or handed down by tradition (para 2);

a verb meaning 'to reject the authority or validity of'; 'to refuse to accept' (para 3);

a noun used to denote articles of commerce (para 3);

a noun used to denote selection for compulsory military service (para 3);

a verb meaning 'to adapt', as to a new environment, etc (para 4);

a noun used to denote the main current (of a river, cultural trend, etc.) (para 5);

a noun used to denote an act of aggression (para 5);

a service or product that is extremely good in a particular place (para 6);

a verb meaning 'to fabricate' or 'invent' (words, etc.) (para 7);

a verb meaning 'to look at carefully'; 'study mentally' (para 7).

**4. Complete the sentences with the words from Exercise 3 above and Vocabulary 1. Sometimes you should change the form of a word.**

1. When he was young he would \_\_\_ a rose in his buttonhole.  
2. Nowadays with the development of communication and media technologies a lot of new words are \_\_\_ every day. 3. You \_\_\_\_\_ a lie again. There is not a word of truth in what you say. 4. Roast beef is the chef's \_\_\_\_\_. 5. \_\_\_ are the movable articles which can be owned, bought or sold. 6. Modern democratic societies \_\_\_\_\_ the rights of the individual and the cause of liberty. 7. He had to \_\_\_\_\_ to the new climate. 8. The report documents the shocking amount of domestic \_\_\_\_\_ against women. 9. We really want to promote the South Asian arts to the \_\_\_\_\_ society. That's exactly what this festival is doing. 10. He avoided the \_\_\_\_\_ because of a foot injury. 11. There was no \_\_\_\_\_, there were only volunteers.

**5. Match the verbs in A and words in B to make phrases from the text.**

A. Coin, develop, oppose, accumulate, adjust to, follow, champion, engage in (x3), feel (x4).

B. Ideology aspects of culture, cultural standards, cultural patterns, violence, term, vandalism, out of place, fearful, murder, disoriented, the patterns, uncertain, material goods.

**6. Ask and answer the questions about who or what does the things described by the phrases from Exercise 5. Base your answers on the text.**

For example: *to develop cultural pattern.*

– Who *develops cultural patterns*?

– Within a single nation, certain segments of the populace *develop cultural patterns* that differ from the patterns of the larger society.

## LANGUAGE REVIEW 1

### Verb tenses: Future Perfect

**1. Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

1. By the time we sell the car, we (spend) \$500 on repairs. 2. Next April 21<sup>st</sup> my parents (be) married for 25 years. 3. By the end of the year I (read) two books of Essential English. 4. I (finish) this work before you go away 5. I think (not/spend) all my holiday money by the end of the week. 6. The builders say they (not/finish) the office roof by Thursday. 7. I hope you (not forget) all about this by our next lesson. 8. (the meeting/finish) by that time? 9. (the lecture/not/start) by the time we get to the university? 10. (you/not/leave) work by then?

**2. Use the following verbs to complete the sentences below:**

drive	use up	learn	run	forget.
-------	--------	-------	-----	---------

1. You may be in love with her now, but in a couple of weeks you ... all about her. 2. By the time we get to Birmingham we ... over two hundred miles. 3. If they start school at four, most children ... to read and write by the age of six. 4. By the end of this century, we ... most of the world's oil supplies. 5. After two hours, the leading competitors ... about thirty kilometres.

**3. Complete the sentences using the *Future Perfect*.**

- What will life be like in the year 2100? – *By 2100, the world's population will have increased (increase) to around 30,000 million.*

1. Life ... (become) more automated by then. 2. Computers ... (take over) many of the jobs that people do today. 3. The earth's supplies of oil, coal and gas ... (run out). 4. (scientists/find) other sources of energy? 5. How ... education ... (change)? 6. (we/find) a way to feed all the people in the world?

- By what time will these things have happened? – *Scientists /discover/a cure for cancer/ – Scientists will have discovered a cure for cancer by the end of a century.*

1. Scientists /learn/to control the weather. 2. Third world war/break out 3. Man/destroy/the planet. 4. World population/grow/to three billion. 5. Atomic energy/replace/oil and coal. 6. Scientists/build/factories in space.

## **LANGUAGE REVIEW 2**

### **Word formation: compounding and blending**

#### **(A) Compound nouns**

**1. Look at the rules about compound nouns. Match them with the examples.**

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. They can be written:

- 1) as two words;
  - 2) with a hyphen;
  - 3) as one word.
- a) ice-cream, post-office;
  - b) address book, tin opener;
  - c) teapot, earring.

Compound nouns may be:

- 1) countable;
  - 2) uncountable;
  - 3) only used in the singular;
  - 4) only used in the plural.
- a) human rights, sunglasses, traffic lights, kitchen scissors, luxury goods;
  - b) arms race, greenhouse effect, sound barrier, death penalty, labour force;
  - c) birth control, junk food, pocket money, food poisoning, data-processing;
  - d) alarm clock, burglar alarm, heart attack, tea-bag, credit card, contact lens.

#### **(B) Compound adjectives**

**1. Look at the rule about compound adjectives. Match it with the examples below.**

Compound adjective is an adjective which is made up of two parts and it is usually written with a hyphen. The second part of the compound adjective is frequently a

- 1) Participle I (V-ing form);
  - 2) Participle II (V-ed form);
  - 3) adjective.
- a) curly-haired, blue-eyed, absent-minded;

b) tight-fitting, easy-going;

c) nut-brown, snow-white.

**2. Explain the following compound adjectives as in the models.**

1) a big-nosed man = a man with a big nose: a round-faced girl, a curly-haired boy, a broad-shouldered man;

2) nut-brown eyes = eyes that are as brown as a nut: cherry-red lips, a jade-green dress, snow-white hair;

3) a fast-moving car = a car that moves fast: a low-flying plane, high-flying balloon.

**3. Explain the meaning of the following compounds in your own words.**

A white-coloured orchid, a sun-tanned face, bitter-sweet coffee, night-blooming flowers, time-consuming process, sky-rocketing prices, flower-covered ground, a ready-made suit, a well-prepared student, a fully-qualified technician, remote-controlled TV.

**4. In the following sentences find the compound word and analyze its formation.**

1. The bus driver took an alternate route to the airport. 2. Jeanette was paid generously to baby-sit for her neighbour's child. 3. Paul was a genuine craftsman and made all his furniture by hand. 4. At the Christmas party, Kelly caught her mate telling a bald-faced lie.

**5. Match the following compounds (1-16) with the explanations (a-m):**

1) lady-killer	a) a thief who steals things out of pockets or bags, especially in a crowd
2) lazybones	b) someone who often drops things they are carrying or trying to catch
3) pickpocket	c) a man who is a member of the highest social class and has a title such as 'Duke'
4) chatterbox	d) a sudden shaking of the earth's surface that often causes a lot of damage
5) bluestocking	e) a person or group of people whose job is to protect the rights of people who buy things and to make sure companies do not do anything illegal or harmful

6) butterfingers	f) believing strongly in peace rather than war
7) earthquake	g) complete loss of your money, moral standards, social position etc, or the sudden failure of an organization
8) well-wisher	h) Of good upbringing; well-mannered and refined.
9) watchdog	i) a woman who is more interested in ideas and studying than in parties, men etc
10) downfall	j) someone who shows by their behaviour that they like someone and want them to succeed, be happy etc
11) nobleman	k) not polite and behaving badly in social situations
12) first-rate	l) very impressive, exciting, or surprising
13) well-bred	m) a person, especially a child, who talks a lot
14) ill-mannered	n) of the very best quality
15) breathtaking	o) someone who is lazy
16) peace-loving	p) a man to whom women are supposed to be irresistibly attracted

## 6. Complete the sentences with the compounds from Exercise 2.

1. “\_\_\_\_!” she called as I dropped the hot plates. 2. The view from my bedroom window was absolutely \_\_\_\_\_. 3. Hey \_\_\_\_\_, get up from the sofa and help me with the dishes! 4. An \_\_\_\_\_ measuring 5.1 on the Richter scale struck southern California on June 28. 6. The scandal that led to the president’s \_\_\_\_\_. 7. I am ready to ask pardon, if I have been \_\_\_\_\_. 8. The prince waved at the crowd of 600 \_\_\_\_\_. 9. Did we not learn as children in the history of our planet that it was once peopled by a friendly, \_\_\_\_\_ race? 10. He’s a \_\_\_\_\_ surgeon. 11. Your sister talks so much. She’s a real \_\_\_\_\_!

## (C) Blends

**1. What words have been combined to make these blends? What do you think they mean?**

Motel, heliport, gesstimate, docusoap, breathalyzer, infomercial, educainment, cybrary, vegeburger, swimathon, funtastic.



## UNIT 4

### VOCABULARY 1

**1. Look through the following international words. Explain the reason for dividing them into groups a, b and c:**

a) bilingualism *n*, legitimate *adj*, bicultural *adj*, dominant *adj* debate *n*, accent *n*;

b) instruct *v*, unify *v*, subordinate *v*;

c) decade *n*, residential *adj*.

**2. Complete the following sentences with the words from group a. and b.**

1. Television plays a \_\_\_\_\_ role in molding public opinion. 2. Common problems in \_\_\_\_\_ business relationships include differing business rhythms and lack of mutual understanding. 3. She insists that \_\_\_\_\_ is essential to compete in a global economy. 4. The army must give power back to the \_\_\_\_\_ government. 5. Education is the current focus of public \_\_\_\_\_. 6. \_\_\_\_\_ is most likely to occur when a child is raised by bilingual parents in a monolingual environment.

**3. Translate the sentences paying attention to the semi-international words and ‘false friends; from groups b and c.**

1. However, such a brutal attitude by America will *unify* the whole Afghan nation against aggression. 2. Thus, the Party System *subordinates* the wider interests of society to the interests of the parties. 3. Finally, after six *decades* of total dominance, Disney finally faced serious competition from other Hollywood companies. 4. *Residential* segregation between two ethnic groups is likely to indicate some significant difference between them. 5. It is a *residential* area with all shopping facilities and entertainment less than five minutes drive away. 6. She *instructed* the students to work on their pronunciation.

### READING

**1. Before you read the text discuss the following point.**

1. Languages know no political boundaries. Enlarge the statement by providing your own ideas.

## **BILINGUALISM: SOCIAL POLICY AND CULTURE**

All over the world, nations are having to face the problem of how to deal with residential minorities who speak a language different from that of the mainstream culture.

Bilingualism refers to the use of two or more languages in a particular setting, such as the workplace or educational facilities, treating each language as equally legitimate. Thus, a program of bilingual education may instruct children in their native language while gradually introducing them to the language of the host society. If the curriculum is also bicultural, it will teach children about the mores and folkways of both the dominant culture and the subculture. To what degree should schools in the United States present the curriculum in a language other than English? This issue has prompted a great deal of debate among educators and policy makers.

### **Sociological Insights**

For a long time, people in the United States demanded conformity to a single language. In a sense, this demand coincides with the functionalist view that language serves to unify members of a society. Immigrant children from Europe and Asia – including young Italians, Jews, Poles, Chinese, and Japanese – were expected to learn English once they entered school. In some cases, immigrant children were actually forbidden to speak their native languages on school grounds. There was little respect granted to immigrants' cultural traditions; a young person would often be teased about his or her 'funny' name, accent, or style of dress.

Recent decades have seen challenges to this pattern of forced obedience to our dominant ideology. Beginning in the 1960s, active movements for Black pride and ethnic pride insisted that people regard the traditions of all racial and ethnic subcultures as legitimate and important. Conflict theorists explain this development as a case of subordinated language minorities seeking opportunities of self-expression. Partly as a result of these challenges, society began to view bilingualism as an asset. It seemed to provide one way of assisting millions of non-English-speaking people in the United States to learn English in order to function more effectively within the society.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. What does the term 'bilingualism' mean?
2. In what countries does such a problem exist?
3. Were there any restrictions in speaking a native language at American schools?
4. How has the attitude to a single language changed lately?

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. In the United States only English is allowed in education.
2. At primary stage learning English was the rule for immigrant children in America.
3. The forced obedience to the dominant educational and social principles has remained the same.
4. Some decades ago immigrants' cultural traditions were deeply respected.
5. Millions of non-English speaking people in the USA found their self-expression in developing their ethnic subcultures.
6. In the middle of the 20<sup>th</sup> century the progressive American movements called to recognize the importance of conflict approach.
7. More effective communication is likely to be due to the existence of subordinate language majorities.
8. Nowadays the question of bilingualism is less important for the society than its ideology.
9. The traditional point of view is that a single language tends to join all members of a society.

#### **SPEAKING**

##### **1. Discuss in pairs/groups.**

1. Minority languages are common in many nations. Does it still present an issue for arguing?
2. Why did the American society need challenges?
3. Were the results of them beneficial?

##### **2. Over to you.**

1. Find at least three reasons why a lot of communities and states unwillingly develop and introduce bilingual educational programs.

2. Think of immigrants with and without English language skills. Whose earnings do you believe will be higher? Why?

## VOCABULARY 2

1. Look through the text and find the following words formed by conversion. Define the part of speech they belong to:

face deal use present demand view challenge regard function.
--

2. Translate the following sentences. Pay attention to the converted words.

1. She **deals** in gold. 2. The car workers' union **demand**s a 7% pay rise this year. 3. However, beware of the really cheap **deals**, as some lenders won't offer to pay your transfer fees. 4. Finding a solution to this problem is one of the greatest **challenges** **faced** by scientists today. 5. Because of the way this research was conducted, its findings are open to **challenge**. 6. The location is idyllic, with mature gardens, terraced lawns and **views** across the valley. 7. Inside the Smart Home **challenges** the notion that consumers want constant access to broadband Internet or multiple interactive cable TV channels. 8. **Face** the **challenge** with courage. 9. The government is unlikely to agree to the rebels' **demands** for independence. 10. The terrace **faces** towards the sea. Passengers could **face** long delays. 11. Some bloggers remarked that she didn't **face** the camera enough, or her hair was in her **face**, while others said she looked plain without make-up. 12. Open a new window to find out more and **view** map. 13. Vice President Biden wouldn't speculate about whether the White House **views** former Alaska Gov. Sarah Palin as a threat in the 2012 presidential race. 14. *Clay roof tiles* meets consumer **demands** for quality natural house building materials. 15. The blow will be even harder following the collapsed ITV Digital sponsorship **deal** with the Nationwide league. 16. Find out more about how we **deal** with complaints.

3. Match the words in italics in sentences (1-7) to the definitions (a-g) below.

1. My *curriculum* this year is filled with difficult classes, so I probably won't have much time for a social life. 2. The students looked over the

*curriculum* to find out what would be expected of them this semester. 3. They champion human rights and the protection of the Kurdish *minority*. 4. It's depressing how much *conformity* there is in such young children. 5. This new religion is authoritarian and draconian in its demand for *conformity* to its norms. 6. He demands unquestioning *obedience* from his soldiers. 7. Knowledge of languages is a real *asset* in this sort of work. 8. He'll be a great *asset* to the team. 9. Her eyes are her best *asset*.

- a. A useful or valuable quality, most attractive feature.
- b. A racial, religious, political, national, or other group thought to be different from the larger group of which it is part.
- c. An integrated course of academic studies.
- d. When people or animals do what they are told to do.
- e. Action or behavior in correspondence with socially accepted standards, conventions, rules, or laws.

**4. For each sentence, find one verb from the box to replace the word or phrase in italics. There are two words in the box that you don't need:**

coincide	forbid	conform	tease	prompt	grant.
----------	--------	---------	-------	--------	--------

1. I don't know what *made* him *decide* to leave. 2. When I was at school I was *mocked at and made fun of* because of my red hair. 3. Our views on this matter *are similar*. 4. The law *refuses to allow* the sale of cigarettes to people under the age of 16. 5. The children *laughed at* the boy because of his stammer. 6. Recent worries over the president's health have *caused* speculation over his political future. 7. If our schedules *are the same*, we'll go to Spain together. 8. If the heavy rain and an extreme high tide had *happened simultaneously*, serious flooding would have resulted.

**5. Match words from each box to make *verb + noun* phrases from the text. Use them in the sentences of your own.**

to deal with, to face, to prompt,	opportunities, the problem, residential
to demand, to grant, to seek	minorities, respect, debate, conformity

**6. Make phrases of *n + n* or *adj + n* types from the text. Explain in your own words what they mean.**

bilingual, bicultural, host,	society, minorities (x2), curriculum,
immigrant, language, residential	education, children

## LANGUAGE REVIEW 1

### Verb tenses: Present Perfect Continuous

#### 1. Study the sentences below and explain the use of the Present Perfect Continuous.

1. Pat and Mike have been living here for seven years. 2. He's bad-tempered because he has been working too hard this week. 3. Helen should pass her exam. She's been studying for weeks. 4. Debora is a very good tennis player. She's been playing since she was eight. 5. Where have you been? We've been looking for you for the last half hour. 6. Haven't they been producing this model since 2001? 7. I've been talking to Cecil about the problem. 8. Every year they spend their holidays in the same place. They have been going there for years. 9. "How long have you been studying Italian?" – "For three months." 10. Your colleague looks exhausted. What has he been doing?

#### 2. Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.

1. Oh, David I (look) for you! 2. We (think) their proposal over these last few days. 3. Your mother sends her love. I (speak) to her on the phone. 4. I'm forgetting my Spanish. I (not/speak) it for six months. 5. Martha has got retired. She (not/work) for a year already. 6. Who (touch) my things on the table again? 7. Why (you/see) your parents so much recently. 8. How long (you/have) driving lessons? 9. I haven't seen Greta this week. (she/not feel) well recently? 10. "I wonder what Terry (do) all this time." – "(he/not/repair) his car in the garage?"

#### 3. Use the *Present Continuous*, *Present Perfect* or *Present Perfect Continuous*.

1. How long (your club/be) in existence? 2. I (meet) Janet later this evening. 3. Since what time (he/feel) unwell? 4. Don't disturb me now. I (try to concentrate). 5. I (work) hard, so now I'm going to have a rest. 6. We always go to Greece for our holidays. We (go) there for years. 7. Why (you/look) at me like that? Stop it! 8. Hurry up. We (wait). 9. At last he (finish) his book. He (write) it for ten years. 10. (You/complete) your project? 11. You can switch off the computer. Nobody (use) it. 12. (they/live) here all their lives? 13. I (lose) my coursebook. (you/see) it anywhere? 14. It (snow) since last night, it's not safe to drive. 15. I (read) the book you lent me, so you can have it back now.

## LANGUAGE REVIEW 2

### Word formation: affixation

**1. Look at the words listed below. Form their negative forms using the right prefix: *de-*, *dis-*, *un-*, *non-*, *in-*, *il-*, *im-*, *ir-*.**

Believer, dependence, profit, centralize, patient, successful, stabilization, relevant, organize, qualification, logical, perfection, adequate, responsible, legitimacy, employed, smoker, agreement, officially, practical, convenient.

**2. Fill in the gaps with the appropriate prefixes: *co-*, *re-*, *over-*, *sub-*, *under-*, *post-*, *pre-*, *en-*, *em-*.**

1. The teacher ... encouraged her students to ask questions. 2. The ...-sixties want to do something that the community values. 3. Public confidence has fallen dramatically according to a ...-budget poll. 4. Our company is ... operating with a Danish firm on this project. 5. Is a good education a ... requisite of success? 6. I lived for three years nearly rent-free by ... letting rooms to friends. 7. To me she ... bodies all the best qualities of a scientist. 8. We ... arranged the office to make more space. 9. The hospitals were seriously ... -financed. 10. Don't ... -react if your child gets into trouble at school.

**3. The suffixes in the following list combine with nouns and verbs to form new nouns that refer to people or professions: *-ant*, *-ent*, *-er*, *-or*, *-ist*, *-ian*, *-ee*, *-ess*. Using one of these suffixes form the corresponding nouns from the words given below.**

Library, politics, inhabit, real, manager, interview, compete, respond, lecture, host, mathematics, depend, train, free, descend, bury, employ, history, physics, supervise.

**4. The suffixes in the following list are used to form nouns that refer to an activity, a process, a state or condition: *-al*, *-ance*, *-ence*, *-cy*, *-dom*, *-ful*, *-hood*, *-ing*, *-ion*, *-ism*, *-ity*, *-ment*, *-ness*, *-ship*, *-ure*. Use these suffixes to form the corresponding nouns from the words given below.**

Proficient, assess, renew, guide, popular, fail, owner, attractive, real, wise, conclude, acknowledge, adolescent, adult, create, criticize, equal, citizen, press, dance, explain, possess, relation.

**5. The following suffixes combine with verbs to form adjectives: -able, -ible, -ed, -ful, -ive, -ing. Use the verbs printed in bold to complete each sentence with the appropriate adjective.**

1. There was an ... (**amuse**) story in the paper this morning. 2. Mr Hansen has a great many ... (**admire**) qualities. 3. The photos made him look quite ... (**attract**). 4. He made himself ... (**use**) by preparing everything for the reception. 5. The book is written in clear, ... (**comprehend**) language. 6. She has extra French lessons with a ... (**retire**) schoolteacher.

**6. The following suffixes combine with nouns and adjectives to form other adjectives: -able, -al, -ary, -ful, -ic, -ish, -ive, -ly, -ous-, -y, -less. Use the words printed in bold to complete each sentence with the appropriate adjective.**

1. The injustice of their decision left us ... (**speech**). 2. There was a meeting of some of the most ... (**power**) people in the country. 3. The sky was ... (**cloud**) and light rain was falling. 4. He felt rather ... (**fool**) when he couldn't answer the question. 5. It was difficult to get education without ... (**parent**) support. 6. Everyone here has been very ... (**friend**) towards us. 7. I was ... (**fury**) and told them to get out of my office. 8. The two countries will restore their ... (**diplomat**) relations. 9. Judy was very ... (**compliment**) about my work. 10. Everyone thinks that the only ... (**honour**) course of action open to him is resignation. 11. Scientists are looking for an ... (**effect**) way to reduce energy consumption.

**7. The suffixes -en, -ify, -ize combine with nouns and adjectives to form verbs. Look at the following list of words and form the corresponding verbs.**

Broad, sympathy, justice, length, memory, apology, false, deep, glory.

**Now complete the sentences below with the correct form of the verbs you formed.**

1. He ... for interrupting me. 2. This bad news ... the atmosphere of depression. 3. I ... with her, but I don't know what I can do to help. 4. His



biography does not attempt to ... his early career. 5. Travel ... the mind. 6. Can you ... your decision?

## UNIT 5

### VOCABULARY 1

**1. Think of the proper translation for the following words. Say why they are divided into three groups:**

- a) tolerance, dialect, province, mandate;
- b) instruction, separate, ambivalent, public;
- c) dramatically.

**2. Complete the following sentences with the words from group a).**

1. Our delegates have been \_\_\_\_\_ to vote against the proposal at the conference. 2. The poem is written in northern \_\_\_\_\_. 3. The Bill aims to promote mutual \_\_\_\_\_ and respect between all sections of the community. 4. The Canadian \_\_\_\_\_ of Alberta is an area which is governed as part of a country.

**3. Translate the sentences paying attention to the words from groups b) and c).**

1. Sometimes we forget what is possible and how things can change *dramatically* in a short period of time. 2. *Instruction* is to begin with clear-cut definitions of the terms and concepts. 3. Your life changes *dramatically* when you have a baby. 4. The French are *ambivalent* about royalty: they abolished their own monarchy but are very interested in the British royal family. 5. The art department and the main college are in two *separate* buildings. 6. I felt very *ambivalent* about leaving home. 7. *Public* opinion has turned against him.

### READING

**1. Before you read the text discuss the following point.**

1. An ethnocentric idea defines that 'any deviation from the majority is bad'. Show your agreement or disagreement.

## **BILINGUALISM: POLICY INITIATIVES**

Bilingualism has policy implications largely in two areas – efforts to maintain language purity and programs to enhance bilingual education. Nations vary dramatically in their tolerance for a variety of languages. China continues to tighten its cultural control over Tibet by extending instruction of Mandarin, a Chinese dialect, from high school into the elementary schools, which will now be bilingual along with Tibetan. Even more forceful is Indonesia, which has a large Chinese-speaking minority; public display of Chinese-language signs or books is totally banned. By contrast, nearby Singapore establishes English as the medium of instruction but allows students to take their mother tongue as a second language, be it Chinese, Malay, or Tamil.

In many nations, language dominance is a regional issue – for example, in Miami or along the border of Texas, where Spanish speaking is prevalent. A particularly virulent bilingual hot spot is Quebec – the French-speaking province of Canada. The Quebecois, as they are known, represent 80 percent of the Canadian population, but only 25 percent of Canada's land mass. A law implemented in 1978 mandated education in French for all Quebec's children except those whose parents or siblings had learned English elsewhere in Canada. While special laws like this one have advanced French in the province, dissatisfied Quebecois have moved for secession to form their own separate country. In 1995, the people of Quebec voted to remain united with Canada by only the narrowest of margins (50.5 percent). Language and related cultural areas both unify and divide this nation of 30 million people.

Policy makers in the United States have been somewhat ambivalent in dealing with the issue of bilingualism. In 1965, the Elementary and Secondary Education Act (ESEA) provided for bilingual, bicultural education. Then, in the 1970s, the federal government took an active role in establishing the proper form for bilingual programs. However, more recently, federal policy has been less supportive of bilingualism. Local school districts have been forced to provide an increased share of funding for their bilingual programs.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. What spheres of social life does bilingualism imply?
2. How do different nations treat the presence of language varieties?

3. What place can be thought as ‘a hot spot’ on this concern?
4. How long has the USA government been supporting the bilingual policy in education?

**3. Mark the statements True (T) or False (F) giving reasons for your answers.**

1. China is very forceful in banning native signs in public.
2. Mandarin is an Indonesian dialect which is fully uncontrollable.
3. There is an obvious bilingualism problem in Quebec, the province of Canada.
4. In Singapore, Chinese is widely spoken as a second language.
5. People say that sometimes the language and the culture separate a nation.
6. According to the Canadian law, every person in the country should study French.
7. Chinese-speaking minorities in Indonesia can’t read literature in their native language.
8. Spanish is a mother tongue for the most of Miami residents.
9. Not long ago federal funds were allocated to finance bilingual curricula for local schools.

### **SPEAKING**

#### **1. Discuss in pairs/groups.**

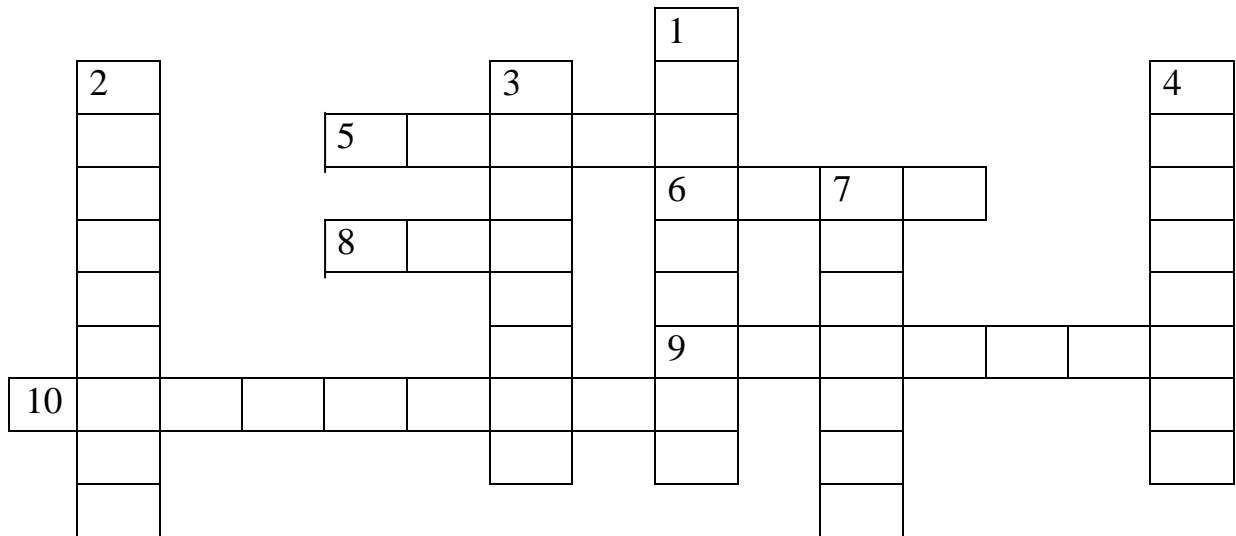
1. Examine carefully the examples of nations tolerance towards a great number of languages. Why is the phrase ‘vary dramatically’ is used by the author?
2. What does the direction in the USA educational policy reflect?
3. Are all the governmental initiatives in favour of subordinated language minorities? Think of your own examples.

#### **2. Over to you.**

1. Some politicians consider that bilingualism threatens national unity and a constitution. Support or reject this point of view.
2. Summarize the text and define its main issues.

## VOCABULARY 2.

1. Complete the puzzle.



### Across

- 5) a part of something that has been divided between several people (para 3)
- 6) express a choice or opinion (para 2)
- 8) prohibit especially by legal means or social pressure (para 1)
- 9) make better or more attractive (para 1)
- 10) formal separation from an alliance or federation (para 2)

### Down

- 1) generally accepted, common, widespread (para 2)
- 2) to put something into practice or effect (para 2)
- 3) to keep something in good condition, to keep in an existing state; preserve (para 1)
- 4) full of hate and violent opposition, hostile or antagonistic (para 2)
- 7) intensify, increase, strengthen (para 1)

### 2. Make $v+n$ phrases from the text:

to enhance, move for, secession, control, education, a law.  
implement, tighten.

**3. Make  $n+n$  phrases from the text. Your fellow student has some difficulty in interpreting these phrases. Can you help explain their meaning?**

language (x2), implications, tongue, purity,  
policy (x2), mother dominance, maker

#### **4. Complete the sentences with the phrases from the above exercise.**

1. Private school owners have been prompted to provide the appropriate teaching and learning materials, and also employ well-trained teachers to \_\_\_\_\_. 2. If your \_\_\_\_\_ is French, you earn \$2000 a year more, on average, than an English-speaking Quebecer. 3. The SA Reserve Bank says it is to \_\_\_\_\_ of the financial sector to achieve stability. 4. English \_\_\_\_\_ on the Internet is creating a digital divide relegating non-English speakers to a kind of “cyber ghetto”. 5. Social work educators generally agreed today that social workers should be \_\_\_\_\_ as well as ministers of social welfare. 6. China has been alarmed by Chen’s (the Taiwan leader) \_\_\_\_\_, especially his plans to adopt a new constitution. 7. Governments of some Western countries have attempted to preserve the \_\_\_\_\_ in their countries. For example, France is a country known for its linguistic pride: its government outlaws advertising in English and mandates a 40 percent quota of French songs on the radio. 8. We would probably be surprised because of the resources that would be necessary to \_\_\_\_\_ this \_\_\_\_\_.

#### **LANGUAGE REVIEW**

##### **Verb tenses: Past and Future Perfect Continuous**

**1. Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

##### **(A) Past Perfect Continuous**

1. When the company went bankrupt, it (lose) money for months. 2. I found the calculator at last. I (look) for it for ages. 3. She was half an hour late because (she/deal) with an unexpected problem. 4. I was tired because (I/work) on my project the night before. 5. The ground was dry. It (not/rain). 6. John failed his exam again. He (not/work) very hard. 7. The room was empty, but the television was still on. – (someone/watch) it? 8. The tourists finally arrived at their destination. – (they/travel) all day? 9. (you/not/discuss) the problem before the boss came back? 10. What did he say about the schedule? – (you/not/listen)?

##### **(B) Future Perfect Continuous**

1. Mrs. Parker (teach) for twenty years this summer. 2. By then he (work) here for 40 years. 3. He (not/ live) in this country for sufficient time by June. So he won’t be able to get citizenship. 4. You need to have at least 30-year work

experience to be entitled for pension. How long (you/work) in the company by the end of this year?

## LANGUAGE REVIEW 2

### Word formation: affixation

**1. Study the list of words below and group them into the classes they belong to: *nouns, verbs, adjectives, or adverbs*. Which of these words have a negative meaning?**

Imperfection, marvelous, frequently, apologize, unpredictable, upwards, satisfy, acquaintanceship, hostess, investigator, boredom, proficiency, immaturity, non-residential, mismanagement, distrustful, openness, unwillingly, disadvantage, identify, harmfully, feasible, guidance, displeasure, educationalist, lessen, artistic, illiteracy, adulthood, thoughtless, youngish, untidy, delivery, comprehensive, accessible, irregularity, employee, childish, researcher, accidental, enlarge, indifference.

**2. Divide the following words into two groups depending on the class (part of speech) they belong to (*nouns or adjectives*):**

1) *-ant*: accountant, constant, instant, redundant, inhabitant, dependant, immigrant, relevant, significant, vacant, servant, tolerant, applicant, assistant, dominant, immigrant, attendant, elegant, extravagant, ignorant, important, pleasant, distant, descendant, contestant, emigrant, consultant, informant, pollutant, reluctant;

2) *-al*: additional, arrival, conventional, educational, denial, approval, experimental, global, institutional, withdrawal, national, renewal, original, political, signal, statistical, traditional, removal, vocational;

3) *-ary*: arbitrary, boundary, anniversary, auxiliary, honorary, centenary, imaginary, legendary, commentary, summary, library, voluntary, missionary, secondary, monetary, fragmentary, extraordinary, literary, temporary, dictionary, itinerary, beneficiary, intermediary, preliminary, primary, contemporary, contrary, secretary.

**3. Choose the right word from the box to complete each sentence.**

**There are some words you don't have to use:**

socialism	anti-social	socialize	sociologist	sociology	social	society
sociable	socioeconomic	sociological	socialization	societal	unsociable.	

1. I can't say that Eric is a friendly and ... boy. 2. A person's job is one of the factors that determine their place in ... 3. Unfortunately, the problems existing in capitalist economies didn't disappear under ... 4. People don't ... with their neighbours as much as they used to. 5. I am fed up with the low pay and ... hours. 6. He is out of work and on ... security. 7. The different classes in society are known technically as ... groups. 8. Our ... s proposed a new programme for the ... of young offenders.

pleased	pleasing	pleasure	displeasure	please	pleasingly	unpleasant.
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9. It was an ... experience. I'd like to forget it. 10. Carol is a ... to work with. 11. She seemed ... by the compliment. 12. The place has a ... relaxed atmosphere. 13. Their client's ... at being kept waiting is quite clear.

displaced	replacement	placing	replace	misplaced	placed
place	displacement	placement	replaceable.		

14. I usually ... Sue when she is away. 15. Does your university provide a job ... service? 16. Oh dear, I seem to have ... her letter. 17. We're going to ... an advertisement in the local paper. 18. My old car is badly in need of ... 19. The indigenous population was soon ... by the settlers. 20. He ... the book carefully on the shelf.

**SELF-STUDY**  
**GRAMMAR REVIEW**  
**I**  
**VERB: ACTIVE VOICE**  
**PERFECT TENSES**

**Present Perfect**

(+)	have/has Ved
(-)	haven't/hasn't Ved
(?)	Have/Has ... Ved?
(?/-)	Haven't/Hasn't ... Ved?

We use the **Present Perfect**

- to describe an action that happened in the past but has a result in the present. We often use the Present Perfect to give new information or to announce a recent happening.

A: I've just heard about the lecture. Have you bought a ticket yet?

B: We're too late. They've already sold all the tickets.

- to talk about a period of time that continues from the past until now.

Have you traveled a lot, Claire? – Yes, I've been to lots of places.

Note: the adverb *recently* when it means 'lately' is used with the Present Perfect.

We haven't seen her recently.

When *recently* means 'not long ago', it is used with the Past Simple.

I heard from her recently.

**Past Perfect**

(+)	had Ved
(-)	hadn't V
(?)	Had... Ved?
(?/-)	Hadn't ... Ved?

We use the **Past Perfect**

- to refer to an action further in the past. We are looking back from the past situation (often described with the Past Simple) to some earlier actions.

The man looked familiar. I had seen him somewhere before.

I felt really tired when I took the train to work yesterday because Sarah and I had been to a party the evening before.



### **Future Perfect**

(+)	will have Ved
(-)	won't have Ved
(?)	Will ...have Ved?
(?/-)	Won't ... have Ved?

We use the **Future Perfect**

- to say that something will be already be complete by some time in the future.

By next summer I will have finished my degree.

When he is released next week, Pat McGuire will have spent almost five years in prison for a crime he didn't commit.

On Monday he will have been in Britain for exactly three years.

## **PERFECT CONTINUOUS TENSES**

### **Present Perfect Continuous**

(+)	have/has been Ving
(-)	haven't/hasn't been Ving
(?)	Have/Has ... been Ving?
(?/-)	Haven't/Hasn't ... been Ving?

We use the **Present Perfect Continuous**

- to describe an action over a period of time leading up to the present. The action a) is still going on

We've been standing here for ages.

or b) ends just before the present.

Why is he so angry? Has he been arguing with the boss?

- to talk about repeated actions up to now.

Every morning they meet in the same café. They have been going there for years.

### **Past Perfect Continuous**

(+)	had beenVing
(-)	hadn't been Ving
(?)	Had ... been Ving?
(?/-)	Hadn't ... been Ving?

We use the **Past Perfect Continuous**

- to describe an action happening for a period of time before something else happened.

At last the lecturer came. We'd been waiting for twenty minutes.

She was tired because she had been working all day.

**Future Perfect Continuous**

(+)	will have been Ving
(-)	won't have been Ving
(?)	Will ... have been Ving?
(?/-)	Won't ... have been Ving?

We use the **Future Perfect Continuous**

- when you look ahead to a future time and imagine an action lasting from a point before that time up to that future time.

On the 10<sup>th</sup> of this month, I'll have been living here for exactly two years.

## II

### WORD FORMATION

We can form new words in the English language by various ways.

They are:

- conversion;
- abbreviations and acronyms;
- blending
- compound words;
- using prefixes or/and suffixes.

**Conversion** is a way of word-building when words that originate in one part of speech are 'converted' to another part of speech.

They **pay** me generously. – The **pay** is good.

**Abbreviations** are the shortening of words and phrases. We usually write abbreviations without full stops in modern British English. Full stops (AmE 'periods') are normal in American English. An apostrophe (') is sometimes used before the *s* in the plurals of abbreviations:

Mr (Am E Mr.) = Mister, MP's or MPs = members of parliament.

Some abbreviations come from shortened words:

Ltd = limited (company), sci-fi = science fiction.

Some abbreviations are made from the first letters of several words and are pronounced as individual letters. This often happens with the names of organizations. If one of these abbreviations has an article (*a/an* or *the*), the form and pronunciation of the article depend on the pronunciation of the first letter of the abbreviation:

the BBC = the British Broadcasting Corporation, an EU country = a European Union country, a US diplomat = a United States diplomat.

**Acronyms** are initial-letter abbreviations which are pronounced like words. Articles are usually dropped in acronyms:

UNESCO = the United Nations Educational, Scientific and Cultural Organization, NATO = North Atlantic Treaty Organization.

However, some words can be pronounced both as an acronym and as individual letters:

VAT = value-added tax, UFO = unidentified flying object.

Sometimes abbreviations have more than one meaning:

PC = personal computer, politically correct (avoiding expressions which may suggest prejudice and cause offence); m = metre, mile, million, male, married.

Some abbreviations are particularly common in writing, especially in electronic text messages:

RSVP = reply please (comes from French *repondez s'il vous plait*), FYI = for your information, e.g. = for example (from Latin *exempli gratia*), 2 = to, too, two, asap = as soon as possible.

**Blending** is a way of forming words by combining parts of two well-established words. For example, *brunch* = a meal that is a combination of breakfast and lunch; *smog* = polluted fog (smoke + fog); Chunnel = tunnel linking Britain and France (channel + tunnel).

Many words in English are formed by combining two or more roots (**compounding**) or using prefixes and suffixes (**affixation**). For example, *son-in-law*, *career-minded* women, *additive-free* food, *predictable* results, *underestimate* the consequences.

#### **Suffixes used to form nouns:**

**-age** – coverage, marriage, shortage, storage, percentage.

**-al** – betrayal, burial, denial, dismissal, renewal, withdrawal.

- ance (-ence)** – assistance, tolerance, ignorance, absence, adolescence.
- ant (-ent)** – accountant, applicant, correspondent, dependent, respondent.
- arian** – agrarian, librarian, parliamentarian, vegetarian, veterinarian.
- ary** – adversary, beneficiary, intermediary, secretary, missionary.
- cy** – accuracy, efficiency, fluency, frequency, illiteracy, proficiency.
- dom** – boredom, freedom, wisdom, kingdom, dukedom.
- ee** – employee, examinee, interviewee, trainee.
- er** – employer, leader, reader, computer, printer, recorder.
- ery** – delivery, discovery, recovery, adultery, slavery.
- ess** – authoress, hostess, manageress, waitress, stewardess, lioness.
- ful** – armful, handful, mouthful, houseful.
- hood** – adulthood, childhood, motherhood, fatherhood, neighbourhood.
- ian** – historian, mathematician, musician, politician, technician.
- ics** – athletics, economics, linguistics, mathematics, politics, statistics.
- ing** – building, reading, speaking, writing.
- ion (-ation, ition, -sion, -tion)** – action, addition, conclusion, imagination.
- ism** – optimism, consumerism, humanism, criticism, plagiarism.
- ist** – activist, feminist, realist; educationalist, industrialist, sociologist.
- ity** – complexity, creativity, feasibility, equality, majority, minority, publicity.
- ive** – collective, detective, executive, initiative, objective, representative.
- ment** – achievement, development, environment, improvement.
- ness** – attractiveness, awareness, carelessness, openness, weakness.
- or** – advisor, competitor, creator, supervisor; detector, elevator, escalator.
- ship** – authorship, acquaintanceship, kinship, membership, partnership.
- ure** – departure, expenditure, failure, feature, mixture, procedure.

#### **Suffixes used to form adjectives:**

- able (-ible)** – acceptable, available, valuable, accessible, divisible, visible.
- al** – accidental, additional, educational, historical, national.
- an (-ian)** – African, Californian, Brazilian, Russian, Ukrainian.
- ant (-ent)** – abundant, dominant, relevant, different, existent, persistent.
- ary** – complimentary, customary, disciplinary, fragmentary, supplementary.

- ed** – bored, excited, retired, qualified, blue-eyed, long-awaited.
- ese** – Japanese, Javanese, Portuguese, Vietnamese.
- ful** – beautiful, harmful, hopeful, powerful, useful, fruitful.
- ic** – alcoholic, bureaucratic, democratic, patriotic, symbolic.
- ing** – amusing, boring, exciting, recurring.
- ive** – alternative, attractive, compatible, comprehensive, productive.
- ish** – British, English, Turkish; biggish, coldish, childish, foolish.
- less** – childless, harmless, nameless, powerless, thoughtless.
- ly** – brotherly, costly, deadly, earthly, easterly, elderly, fatherly, friendly, heavenly, kindly, lively, lonely, lovely, manly, orderly, worldly, neighbourly.
- ous** – ambiguous, anonymous, obvious, simultaneous, tremendous, various.
- y** – cloudy, dirty, mighty, thirsty, worthy; pinky, yellowy.

#### **Suffixes used to form adverbs:**

- ly** – badly, frequently, immediately, suddenly.
- ward(s)** – backwards, downwards, inwards, eastwards.
- wise** – clockwise, monkey-wise.

#### **Suffixes used to form verbs:**

- en** – broaden, cheapen, lengthen, strengthen, worsen.
- fy (-ify)** – clarify, identify, justify, satisfy, specify.
- ize (-ise)** – apologize, emphasize, advertise, advise, supervise.

#### **Prefixes:**

- co-** – co-author, co-chairman, coexist, co-operate.
- de-** – decolonize, demobilize, destabilize, dematerialize.
- dis-** – disagree, disappear, disadvantage, disbelief.
- em-(en-)** – enable, encourage, embody, empower.
- il-(-im-, in-, ir-)** – illiteracy, immature, inability, irregular.
- mis-** – misbehavior, miscalculate, misplace, misread.
- non-** – non-academic, non-believer, non-verbal.
- over-** – over-confident, overdo, over-indulgence, overcome.
- post-** – post-election, post-medieval, postwar.
- pre-** – pre-adolescent, pre-capitalist, pre-war.

**re-** – rebuild, reconsider, rename, redistribution.  
**sub-** – sub-committee, subculture, subvariety, subway.  
**un-** – unable, unaware, unwilling, unfinished, unlearn.  
**under-** – underground, undergraduate, under-manager.

### III ARTICLES

#### Introduction

*A(n)* is the indefinite article, and *the* is the definite article. We use *a(n)* only with a singular noun. *Some* or sometimes *a zero article* with a plural or uncountable noun is equivalent to *a(n) + a singular noun*. We can use *the* with singular, plural or uncountable nouns.

**Singular:** There's a man in the hall. The man I told you about had left.

**Plural:** There're some people in the hall. All the people gathered in the hall.

**Uncountable:** There's some juice in the bottle. Where is the juice I bought?

#### The form of the articles

Before a consonant sound: *a visitor, a one-day event, a union*.

Before a vowel sound: *an only child, an umbrella, an hour*.

#### The main uses of the articles

- The indefinite article *a(n)* is used when we mention something for the first time. When the same thing is mentioned again, we use the definite article *the*.

There was a man waiting in the reception room. The man seemed nervous.

- When something is unique (= the only one existing) in the context, we use the definite article *the*.

I'm going to the post office. (There is only one post office in the area.)

The Prime Minister is going to pay a visit to Germany. (The country has only one P.M.)

- The definite article *the* is used when a phrase or a clause comes after the noun and shows which one is meant. But if there isn't enough information to show which one is meant, we use the indefinite article *a(n)*.

Mine is the desk near the window. (There is only one desk or one window.)

We live in a house overlooking the park. (There may be others houses.)

- We normally use *the* with superlative adjectives and in noun phrases with *first, last, next, only, right, same, and wrong*.

She's the only friend I've got.

You've got the wrong number.

Note: *An only child* is a child without brothers or sisters.

- To describe something, we use *a(n)* before the noun or an adjective modifying the noun.

He talks about nothing but sports. He's a fanatic.

They have a spacious office.

- To classify something, we use *a(n)* before a noun phrase.

His brother is a famous journalist.

Judging by his accent, he is a foreigner.

### **The articles in generalizations**

The most common way of making a generalization is to use a plural or uncountable noun on its own without an article.

People (= all people) should think twice before taking any serious actions.

Time costs money, you know.

We also can use *a(n)* in a generalization. It is normally done when explaining the meaning of a word.

A computer (= any computer) will only do what it's told to do.

A survey is a general examination or study, especially carried out by asking people questions.

We can sometimes use *the* with a singular noun to make generalizations. We can do this, for example, with nouns denoting animals, plants, musical instruments, scientific inventions or some kinds of people.

The dolphin is an intelligent animal.

The orchid is a beautiful flower.

The wheel is a useful invention.

The customer is always right.

### **Some special uses**

We *go to the cinema/theatre* even if we do not mean a specific one. Sports and games are uncountable, so no article is used after the verbs *play* or *do*.

I haven't been to the cinema for ages.

We play tennis every weekend and do judo on Tuesdays and Thursdays.

We use the nouns *television* and *radio* with no article when we are talking about them in a general sense as a medium or a business. We say *the press* and *the media*, *on the radio*, *on (the) TV*.

Which is more popular, radio or television?

He has a job in television.

What did the press say?

They sometimes listen to the radio but don't watch TV.

We use *the bus* and *the train* in a general sense as a means of transport. But we go *by bus* and *by train*.

There is no railway, so commuters go to work on the bus.

We say *the police*.

Do you think we should call the police?

Some words for kinds of surroundings usually have *the* when they have a general meaning: *town*, *country(side)*, *sea(side)*.

I'd rather live in the country but work in the town.

### **Zero article with a singular noun**

We can use a singular noun on its own in the following cases: before some nouns denoting institutions (*at college*, *to university*); in some phrases of time (*on Friday*); in a phrase with *by* expressing means (*by train*); in some fixed expressions where the noun is repeated or there is a contrast between the two nouns; (*night after night*, *from start to finish*); in many idiomatic expressions, especially after a preposition (*for example*, *on holiday*, *in fact*); with names of people and most place names (*Mr Dickson*, *Paris*); when nouns express a unique role, usually with verbs such as *appoint*, *be*, *become*, *elect*, *make*, *proclaim* and after *as* (*be elected party leader*, *as chairman*).



We can leave out articles in news headlines, written instructions and in note style: *PM on holiday. Open back cover. Going on excursion tomorrow.*

We can sometimes leave out an article to avoid repeating it. It is usually done when we see two things as closely linked: *Put the knife and fork on the plate.*

### **Names**

Most names of people and places are used without an article: Sandra, Mrs Clarence, Texas, New Zealand. Some names are used with an article. Two things affect whether a name has an article or not. They are the kind of place it is, and the grammatical structure of the name.

We often use *the* in these structures.

**Of-phrase:** the Duke of Edinburgh, the Isle of Wight.

**Adjective:** the American School, the Royal Opera House.

**Plural form:** the Johnson family/the Johnsons.

No article is usually used before a possessive.

**Possessive:** Cleopatra's Needle.

Note: We can sometimes use an indefinite article with a person's name. In such cases, the meaning of the noun changes.

A Mr Parsons called to see you. (= someone called Mr Parsons)

That's a Titian. (= a picture by Titian)

There's a Plymouth in the US. (= a place called Plymouth)

"Do you know Lora Wilson?" – "There is a Lora in our department. (= a person called Lora) But I'm not sure what her last name is."

## **READING**

### **I**

**Before you read discuss the following.**

1. Are you interested in learning more about altruism and empathy in everyday life?

2. In his book *The Brighter Side of Human Nature* (1990) Alfie Kohn convincingly presents evidence from sociology, psychology, and biology to

suggest that human beings are more caring and generous than we give ourselves credit for. Do you agree?

3. Do you sometimes feel apathy towards the other person's problems?

### **THE DEMISE OF BYSTANDER APATHY**

In 1964, in a now classic case, Kitty Genovese was stabbed to death in the middle of the night while 38 of her neighbors listened from the safety of their apartments. No one even reported the incident to the police.

Social scientists of the day argued that this apparent indifference was a result of what they called 'diffusion of responsibility'. Genovese's neighbors felt a lack of personal responsibility to intervene. They reasoned, "Why should I risk my neck when there are other witnesses who will surely come to the rescue?"

It was the first nationally recognized episode of bystander apathy – one of the most distasteful by-products of the American preoccupation with spectatorship. Observers of the social scene have used such cases in arguing for the existence of a destructive and callous side of human nature. They have focused on bystander apathy to illustrate how people are moving away from one another. This point of view is sometimes so thoroughly one-sided, however, that it ignores the fact that altruism is a value in virtually all human societies and forms the basis for most of the world's great religions.

While some observers dwell on the seedier side of human nature, hundreds of others donate one of their kidneys for transplantation into another human being. Thousands more have donated their blood at some personal expense and inconvenience. And millions regularly donate money to their favorite charities.

Today, more than 30 years after the Genovese case, these acts of generosity and selflessness seem more abundant than ever. In addition, there seems to be less tolerance for those individuals who respond to others with indifference or selfishness. In fact, bystander apathy seems fast becoming the exception to what may be a new norm of social life: being willing to risk inconvenience, embarrassment, and even personal safety to come to the rescue of the victims of crimes and accidents.

There have been numerous reports recently of acts of great heroism and courage performed by average citizens who haven't otherwise stood apart as

paragons of virtue. The members of this breed of Good Samaritans are very serious about taking personal responsibility for the plight of others, refusing to take refuge in the anonymity of the crowd or the masses.

We used to hear about airliners being hijacked; now we also hear about passengers on a flight who overpower and subdue a potential hijacker. We used to see purse snatchers and muggers; now we also see bystanders who chase and catch the mugger. We used to read about physicians who drive past automobile accidents because of the fear of a lawsuit; now we also read about doctors who come to the rescue of accident victims and, in the process, may suffer injuries of their own. We used to see corruption in government and industry; now we also see ‘whistle-blowers’ who risk being fired to expose practices that they believe to be dangerous to the public.

What characteristics distinguish these Good Samaritans from the rest of humanity? Social scientists have discovered that individuals who intervene in a dangerous situation are likely to have had training in first aid, lifesaving, or police work. In addition, they tend to be exceptionally tall and heavy. Good Samaritans also tend to be adventurous types who have taken other risks with their personal safety.

On the national level, we continue to have our idols of consumption – those bigger-than-life images on the screen, tube, or field of play, whose accomplishments fill our leisure hours with music, comedy, and drama. But there is now a new breed of national hero as well. Today, we have idols of activism – individuals who are admired and revered not for their ability to keep us entertained but for their courage to take active charge of their own lives and the lives of others. In the face of overwhelming and impersonal social, political, and economic forces, such as the threat of nuclear war, big government, and corporate mergers, we feel increasing admiration for those who come forward from their place among the spectators.

## II

**The following article considers research on smiling and other facial expressions that differentiate Japan and the United States. Before you read discuss the following.**

1. Why do people who e-mail insert symbols for smiles and frowns?
2. How do we usually convey our feelings?

3. Do you think that people of different cultures interpret facial expressions differently?

Siu Wa Tang, a psychiatry professor at the University of California and another professor, Toshiki Shioiri from Japan, discovered that this could be a real problem when people of different cultures interpreted facial expressions differently. For example, the Japanese consider it aggressive to look into the eyes of someone to whom you are talking; they find it more polite to look at the other person's cheeks. Americans make a point of direct eye contact.

Tang and Shioiri decided to experiment with showing different cultural groups photos of seven basic emotions: anger, contempt, disgust, fear, happiness, sadness, and surprise. It turned out that people belonging to different cultures interpreted the emotions differently. For example, 9 out of 10 Americans saw the man in slide 30 as expressing fear, yet 6 out of 10 Japanese thought he was showing surprise or sadness. Slide number 44 clearly conveyed sadness to Americans, but more than half the Japanese read disgust or contempt into the expression. The two groups agreed only on the facial expression of surprise: about 96 percent on both sides came to that conclusion.

If there can be so much disagreement on these basic emotions, consider how much more misinterpretation is likely in the case of more subtle expressions of emotion – say, disinterest, mild concern, skepticism, or amusement. The research on cross-cultural interpretation of facial expressions underscores the difficulties of crossing cultural boundaries. A tourist or a businessperson traveling abroad may anticipate the need for a translator for spoken language but be unprepared to have facial expressions interpreted in a different way.

### III

#### **1. Read the following statements and say if you agree with them.**

1. Diffusion can lead to profound social changes.
2. A contact with Western industrial nations is always a good thing for tribal peoples.

### **CHANGING MODES OF SUBSISTENCE**

Integration of hunting and gathering peoples into Western industrial culture is sometimes painful. Diffusion processes influence these peoples' cultures violently and the consequences may be profound.

A case in point are the Kung San, a foraging people of the Kalahari Desert in Southern Africa. They evolved a hunting and gathering existence that provided a comfortable fit with the natural environment. The traditional Kung needed to forage only a few hours a day to maintain themselves. They valued the free time they had to cultivate fulfilling relationships with one another and to celebrate their existence through ritual and dance.

Over the past 15 years the Kung's traditional nomadic life has given way to new patterns and social arrangements. Western consumer items – radios, iron pots, blankets, mirrors, infant milk preparations, skin lighteners, hair straighteners, alcohol, and tobacco – have made inroads on traditional Kung ways.

The South African government resettled some Kung on a reservation. Here the! Kung have been fed, housed, missionized, and schooled by the South Africans in a program of directed social change. Some of the men have found jobs in construction and on road gangs as well as in the South African Army, but the majority remain unemployed. The women – no longer occupied with foraging activities – spend their days doing household chores and visiting. Still other Kung have given up the hunter-gatherer way of life in order to farm.

The Kung use the wages they receive from soldiering and other jobs to buy great quantities of blankets and clothing, visible symbols of new wealth and status. Some Kung purchase cattle and sell the meat to other Kung for cash. The introduction of a money economy is giving rise to sharp class differences among a people who previously were noted for their egalitarian ways. Much of the new wealth has also gone into purchasing alcohol. As a result, drunkenness and violence have become a troublesome feature of everyday life.

**2. After you read the article explain the following.**

1. What were the positive consequences of the Kung contact with Western industrial nations?
2. What were the negative effects of these contacts?

#### **IV**

**Before you read discuss the following.**

1. If someone arrives on an uninhabited island, what difficulties he would face? List as many problems as you can.

2. Can people from different cultures get on well on an uninhabited island?

### **A UNIQUE SOCIAL EXPERIMENT: THE STORY OF PITCAIRN**

The tale of the mutiny on the Her Majesty's Ship *Bounty* and of the subsequent settlement on Pitcairn Island is a perennial favorite. It represents a unique social experiment in the founding of a society and the fashioning of a new culture. The year was 1789. Nine mutineers decided to seek an island where they might escape British retribution. They induced six Tahitian men and twelve Tahitian women to sail with them to Pitcairn island.

Imagine the problems that confronted the English and Tahitian colonists when they arrived on Pitcairn, an uninhabited South Pacific Island that is less than two square miles in area. What would they eat? How would they apportion the produce? How would they provide for shelter? How would they maintain order among their members? How would they manage their sexual relationships since there were fifteen men and twelve women? How would they provide for the children born of these unions? How would they achieve social consensus and solidarity?

Not surprisingly, the cultural patterns that the Pitcairn settlers evolved were a blend of their differing backgrounds. Since Pitcairn ecologically resembles Tahiti more than England, their food patterns consisted principally of Tahitian items, including yams, taros, sweet potatoes, pumpkins, peas, bananas, breadfruit, and coconuts. However their tools – metal hoes, spades, and mattocks – were of English origin.

The early years were marked by strife. Once the English men compelled one of the Tahitian man to bestow his wife on an Englishman who had lost his wife in a fall from a precipice. The Tahitian men outraged at their general oppression and ill treatment, formulated a plan to kill all the English men. But the women betrayed the plot, and as a result two of the Tahitian men were murdered. Continued strife in the next eight years resulted in even more bloodshed.

By 1833 the colonists' numbers grew. Cooperation and division of labour sustained life on the island as the colonists built homes, cultivated gardens, fished, caught birds, and constructed pits for trapping wild hogs.

The islanders came to constitute a well-disposed, well-behaved, kind, hospitable people. They developed deep attachments to their island and strong bonds of social unity.

### **FINAL TESTS**

#### **1. Select the best of the four alternative answers.**

1. Culture is defined as
  - a) the largest form of human group;
  - b) the totality of learned, socially transmitted customs, knowledge, material objects, and behavior;
  - c) the established standards of behavior maintained by a society;
  - d) d) norms governing everyday behaviour.
2. People's need for food, shelter, and clothing are examples of what is referred to as
  - a) norms; b) folkways; c) cultural practices; d) cultural universals.
3. The process of introducing a new idea or object to culture is known as
  - a) innovation; b) diffusion; c) globalization; d) cultural relativism.
4. The finding of the DNA molecule is an example of a/an
  - a) invention; b) discovery; c) cultural universal; d) diffusion.
5. The identification of a new moon of Saturn was an act of
  - a) invention; b) discovery; c) diffusion; d) cultural integration.
6. Say what term sociologists use to refer to the process by which a cultural item spreads from group to group or society to society:
  - a) innovation; b) globalization; c) diffusion; d) cultural relativism.
7. Say what term was introduced to refer to the period of maladjustment when the nonmaterial culture is still adapting to new material conditions:
  - a) cultural lag; b) cultural relativism; c) ethnocentrism; d) diffusion.
8. In American society norms are often formalized into
  - a) folkways; b) mores; c) values; d) laws.
9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, rodeo cowboys, and circus performers are all examples of what sociologists refer to as
  - a) subcultures; b) countercultures; c) cultural universals; d) mores.

10. While vacationing in Great Britain, an American discovers that the British drive on the wrong side of the road, are critical of his American accent etc. He feels disoriented and out of place and thus is experiencing
- a) xenocentrism; b) culture lag; c) culture shock; d) cultural relativism.
11. Standards of proper dress are a common example of:
- a) informal norms; b) sanctions; c) values; d) formal norms.
12. Say what term sociologists use to refer to a segment of society that shares a distinct pattern of mores, folkways, and values and differs from the pattern of the larger society:
- a) dominant culture; b) counterculture; c) subculture; d) superculture.
13. In a sense, xenocentrism is a reverse form of
- a) ethnocentrism; b) cultural relativism; c) culture shock; d) cultural integration.
14. Terrorist groups are examples of
- a) cultural universals; b) subcultures; c) countercultures; d) dominant ideologies.
15. The challenges in the attitude to language minorities resulted in
- a) teasing a young person about his 'funny' name;
  - b) accepting bilingualism as a valuable tool of efficient communication;
  - c) demanding all members' unity in a society;
  - d) using English for official and colloquial purposes.
16. Speaking two or more languages in a particular setting is called
- a) biocontent; b) binarization; c) bilingualism; d) binom.
17. Bilingual policy involves
- a) steps to tighten cultural control;
  - b) efforts to introduce constitutional amendments;
  - c) programs enhancing bicultural education;
  - d) measures to oppose foreign influence on the nation.
18. For many states, language dominance presents
- a) a local problem;
  - b) a federal plan;
  - c) a nation division ;
  - d) an expression of policy makers.



**2. Mark the statements true (T) or false (F) and prove your choice.**

1. In sociological terms, culture refers solely to the fine arts and refined intellectual taste.
2. An invention results when existing cultural items are combined into a form that did not exist before.
3. Governments and patterns of communication are examples of material culture.
4. Language is an example of a cultural universal.
5. Mores are norms governing every behavior.
6. Society is more likely to formalize folkways than mores.
7. Sanctions are penalties and rewards for conduct concerning a social norm.
8. That American schools should work out the curricula only in English language is out of question.
9. It's important to take into account the folkways of the subculture in a country's social life.
10. Bilingualism is connected with the question of language purity.
11. In many nations, residential minorities speak only the state official language.

**PROJECT WORK**

**1. Research topic 1:** Let's say you were a sociologist who was studying the culture of your campus. Construct a one-page questionnaire to identify some of the values and practices that are widely shared among the students at your college. Then give the questionnaire to a sample of students. (To get at how values operate in everyday life, you might want to ask questions such as how many hours a week your respondents spend doing things like studying, partying, watching TV, and so on. You might also ask them to rank certain activities – getting good grades, having a date, being well liked, making lots of money – in terms of how important they are.)

**2. Research topic 2:** Pick up a recent issue of a supermarket tabloid. Analyze all of the profiles in that issue with respect to the human qualities and problems that they emphasize. First, determine how many profiles feature celebrities. How many of these are entertainers, business leaders, or politicians? How many would you regard as idols of consumption? Next, find out how many profiles feature ordinary people who do extraordinary things. How many performed miracles or great acts of courage? How many would you regard as idols of activism?

# MODULE 3

## SOCIOLOGY OF EDUCATION

### UNIT 1

#### VOCABULARY 1

**1. Study the following international words and find the equivalents in your native language. Translate the example sentences:**

chance <i>n</i>	gender <i>n</i>	homogeneous <i>adj</i>	rational <i>adj</i>	adapt <i>v</i>	mobilize <i>v</i> .
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1. Members of the Lottery get five chances to win up to £ 10,000 every weekday for just £ 1 per week. 2. The population of the village has remained remarkably homogeneous. 3. Full recovery will only come when unemployment returns to normal, healthy levels and when availability of credit reaches a more rational balance. 4. The good thing about children is that they adapt very easily to new environments. 5. They are trying to mobilize public opinion to oppose the construction of new nuclear waste-disposal facilities.

**2. Complete the following sentences with the words from Exercise 1.**

1. Japan could not become the leader of Asia as Japan is a \_\_\_\_\_ society. 2. Discrimination on the basis of race, \_\_\_\_\_, age or disability is not allowed. 3. Like the other valley towns, this was once a fairly \_\_\_\_\_ Anglo-Saxon community. 4. Society has to give prisoners a second \_\_\_\_\_ when they come out of jail. 5. Representatives for all the main candidates are trying to \_\_\_\_\_ voter support. 6. It took me a while to \_\_\_\_\_ to the new job. 7. Everything is clear to me now. He gave me quite a \_\_\_\_\_ explanation of the situation.

#### READING

**1. Before you read the text discuss the following questions.**

1. In the modern world, can the man exist without education? Support your answer with examples.

2. Make sure you understand the meaning of the following words/phrases which appear in Part 1: *winner*, *loser*, *human resources*, *fair* (*adj*).

## **DOES TRACKING IMPEDE EDUCATION OPPORTUNITY?**

### **Part I**

Americans like to think of the United States as ‘a land of opportunity’ and its educational system as ‘the great equalizer’. According to the American dream, everyone has a chance to succeed. There may be winners and losers in the pursuit of riches, but the race is ‘fair’. The race is made ‘fair’ because a public school system is available to all, ensuring that the door of opportunity is open to all youngsters. Yet there are those who question whether all Americans – without regard to gender, social class, or race – enjoy similar educational opportunities. The practice of tracking has been the source of growing controversy. Tracking (sometimes called ability grouping) involves placing together in classrooms children of a similar age and grade who have comparable standings on measures of learning achievements or mental capability.

In most school systems, tracking starts early. In the primary grades, children are grouped within classes. For instance, students are often divided into reading sections with names like ‘robins’, ‘bluebirds’, and ‘chickadees’. As they get older, they are channeled into separate classes for an increasing number of classes. By sixth or seventh grade, many schools group students by achievement for instruction in mathematics. And by eight or ninth grade, individual students ‘choose’ whether to follow a college preparatory or vocational curriculum.

Proponents of tracking say that homogeneous grouping results for better conditions for teaching and learning:

- Youngsters have different levels of ability and learn at different speeds. Tracking allows pupils to advance at their own rate with others of similar capabilities, and brighter students are not held back by the slower ones.
- Tracking allows teachers to adapt methods and materials to the requirements of students with similar characteristics (for instance, drill may be required with slower students, whereas abler students can be accorded greater latitude for independent study and projects).

If the United States is to be an economically innovative and productive nation, it must mobilize its human resources in the most efficient and rational ways possible, even should this mean providing youngsters with different educational experiences.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. Do all Americans believe in a chance of getting the same educational grade?
2. What does ability grouping imply?
3. How can teachers tailor programmes to the needs of learners?
4. According to the author, when is it worth starting the practice of tracking?

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Homogeneous grouping is a common practice in the USA.
2. The school system makes America 'a land of opportunity'.
3. Tracking helps students get better results.
4. Race is the reason of growing controversy.
5. At primary school, pupils are divided into different sections according to the parts of their surnames.
6. The growth in number of students takes place in senior grades.
7. A preparatory curriculum gives everybody the chance to succeed.
8. Due to tracking, high-ability students study independently and are not held back by slower ones.
9. 'Fair' race implies that there are winners but no losers.
10. Teachers' work becomes easier because of 'ability grouping'.

### **SPEAKING**

**1. Discuss in pairs/groups.**

1. Should the educational system of a developed country be 'a great equalizer'?
2. Why do you think homogeneity in learning is essential?
3. What does the author suggest is the key to US economic success?

**2. Over to you.**

1. Tell your fellow-students about personal learning experience. Compare a class-division in this country to those you have known.
2. Think of the countries where gender or status doesn't allow a person 'to enjoy similar educational opportunity'. Show your attitude to the issue.

## VOCABULARY 2

**1. Find two more words that can be used before *curriculum*. Then match the word pairs to the sentences below.**

open\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

core\_\_\_\_\_

curriculum

1. \_\_\_\_\_ allows students to great freedom in selecting courses. 2. The US Naval Academy is exploring ways of working cyberwarfare into the \_\_\_\_\_ of all students who attend the service academy. 3. At Lincoln University in Pennsylvania, students must take a \_\_\_\_\_ in order to graduate, much like every other school in the country. 4. What distinguishes us is that we have a rigorous \_\_\_\_\_ that prepares our students for the rigors of college. 5. Often the \_\_\_\_\_ includes applied academic courses – such as applied mathematics or applied science – which focus on subject matter concepts in a real-world situation.

**2. Combine the words listed below into meaningful two or three word expressions:**

comparable	capability	educational
learning	study	similar
mental	achievement	vocational
independent	standing	curriculum
college	preparatory	opportunity.

**3. Read the sentences below. Match the polysemantic words in the sentences (1-7) to their definitions (a-c).**

1. An elementary school in the US has eight grades and is called a grade school. It's teachers are called grade teachers. 2. The pupil has a high grade of intelligence. 3. Most pupils attain grade A at GCSE (General Certificate of Secondary Education). 4. Will you achieve the grades required to study the course? 5. This grade of wool can be sold at a lower price. 6. She is in the second grade. 7. Do you need a high grade at your GCSE English?

a. A division in a school curriculum usually equal to one year; most systems in the U.S. include twelve grades after the kindergarten.

- b. A degree of quality, value.
- c. A mark or rating on an examination, in a school course, etc.

**Now read the following sentences. Do the same task with the following sentences (8-14) and their definitions (d-e).**

8. They're taking part in a race to the top of Ben Nevis. 9. Another candidate has now entered the presidential race. 10. An increasing number of people in the country are of mixed race. 11. Three newspapers are involved in a race to publish the story. 12. Can race relations be improved by legislation? 13. Discrimination because of race is against the law. 14. Kieran and Andrew are in a race for promotion.

- d. People of the same colour and physical type.
- e. A competition in speed.

**4. For each sentence, find one word from the box to replace the word or phrase in italics. There are some words that you are to use several times and there are some words that you don't have to use:**

controversy   achievement   capability   latitude   opportunity   tracking.
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1. She has great *skill, ability and strength* as a singer and should be trained. 2. To make education more effective the students should be given more *freedom in action, opinion and expression* while working on their projects. 3. Automation gives us the *power, fitness and capacity* to do certain jobs quickly and well. 4. The new law has caused much *public disagreement involving different ideas or opinions*. 5. Can a government give people more *freedom in action and opinion* in political beliefs? 6. The boy has great *qualities that can be developed*. 7. There was a big *disagreement and argument* over the use of drugs in athletics. 8. Some people object to *the practice of grouping and teaching together school students with similar abilities* because it gives an unfair advantage to intelligent children.

## LANGUAGE REVIEW

### Degrees of comparison: adjectives

**1. Match one group of examples (a-e) to the grammar rules below.**

1. Nearly all two-syllable adjectives ending in -y form the comparative with -ier and the superlative with -iest; for example: ...

2. Most other two-syllable adjectives form the comparative with *more + adjective* and the superlative with *most + adjective*; for example: ...

3. However, a few two-syllable words can use either form. They are

– words ending in *-ow*, *-le*, *-er*; for example: ...

– some commonly used words, for example: ...

4. Some one-syllable adjectives can use either form; for example: ...

a) more surprised – most surprised, more famous – most famous;

b) hollow, bitter, gentle;

c) happier – happiest, heavier – heaviest;

d) cruel, common, handsome, stupid, pleasant, polite, quiet, tired;

e) clear, fair, free, keen, proud, rude, safe, sure, true, wise.

**2. Write the comparative and the superlative forms of the following adjectives. Mind the spelling.**

Fresh, soft, cheap, strong, warm, hard, fast, nice, wet, hot, happy, dirty, proud, busy, friendly, quiet, simple, noble, clever, mature, narrow, shallow, difficult, intelligent, careful, expensive, boring, good, bad, far, old, near, late, many, much, little.

**3. Open the brackets using the correct (positive or comparative) form of adjectives.**

1. Our town is not so (big) as Kiev, but it is as (beautiful). 2. The holiday wasn't as (expensive) as the one we had last year. 3. The population of Africa is growing more than seven times as (quickly) as the population of Europe. 4. There must be a much (simple) way of doing this. 5. This story is much (interesting) than the one I read last week. 6. Shall we wait for a (dry) day to go on an excursion? 7. Our office is situated (far) down the street. 8. Which is (large): the USA or Canada? 9. He spent (little) money than us and saved as (much) as he could. 10. Your spoken English is now (good) than it was last year; but still it is not so (good) as your friend's. 11. Let's hope there are no (far) problems. 12. I think I understand. I'm feeling a little (confused) now. 13. As he listened to the explanation, the boss became (angry and angry). 14. The problem is becoming (bad and bad). 15. Unfortunately, I was feeling (enthusiastic and enthusiastic) about the whole plan. 16. The (old) you get, the (hard) it becomes to find the job. 17. The (little) care you take, the (many) mistakes you'll make.

18. The (honest) you are with your partners, the (few) problems you will have.  
19. This month we have done three times as (much work) as was planned. 20.  
Their company has not nearly as many (branches) as ours.

**4. Open the brackets using the correct (superlative) form of adjectives.**

1. This is the (old) building on the university campus. 2. Those were the (happy) years of his life. 3. Which building is the (high) in your city? 4. I bought the (cheap) printer I could find. 5. He's the (irritating) person I've ever met. 6. What's the (bad) thing that could happen? 7. That's the (stupid) idea I've ever heard. 8. Where is the (near) phone box? 9. We have to get out at the (near) stop. 10. What's the (late) time we can leave and still get there on time? 11. The (late) bus goes at midnight. 12. Peter is very kind and calm. He is the (aggressive) person I know. 13. It's going to be the (exciting) festival ever. 14. I think I will go by plane because it takes the (little) time possible. 15. Tokyo is the third (populated) city in the world.

**5. Correct the mistakes in this text using the proper forms of adjectives.**

In one experiment, students were asked to look at photographs of people and choose the good words and phrases to describe them. The students didn't know that the researchers had chosen the photographs to represent two groups. In Group A, they put the good-looking of all the people whose photographs were used. For Group B, they chose people who (they decided) were not attractive as those in Group A. According to the students, the people in Group A were warm, kind, exciting and sensitive than those in Group B. Also, Group A would find high-paid jobs, have successful marriages and lead happy lives than Group B. The women in Group A were considered to have appealing personalities and to be socially skilled than the Group B women, but also to be vain, materialistic, snobbish and likely to get divorced than them. Interestingly, the students decided that Group A would be bad parents than Group B.



## UNIT 2

### VOCABULARY 1

**1. Explain the meaning of the following international words: *ethnic adj, rhetoric n, opponent n*. The definitions a-e may be helpful:**

a) the study of the technique of using language effectively; the art of using speech to persuade, influence, or please;

b) a person who disagrees with something and speaks against it or tries to change it;

c) relating to a large group of people who have the same national, racial, or cultural origins, and who usually speak the same language.

**2. Translate the following sentences using the words from the above exercise. Also pay attention to the word *proponent* which is the antonym of *opponent*.**

1. How far will the president be able to translate his campaign rhetoric into action? 2. The candidate's speech was full of empty rhetoric. 3. All the politician says is mere rhetoric. 4. Rhetoric is also language, especially speech, that contains few ideas or lacks real meaning, even though it sounds good. 5. Leading opponents of the proposed cuts in defense spending will meet later today. 6. Opponents of the project fear it will attract undesirables. 7. Opponents of hunting regard the pursuit of a wild animal for pleasure as cruel and barbaric. 8. He is one of the leading proponents of free market capitalism. 9. With trains, automobiles and airplanes dreams of mobility came true, and people became frenetic proponents of progress.

**3. Read the sentences paying attention to the meanings of the following semi-international words from the text.**

*academic* 1. Readings cover academic subjects to prepare students for college. 2. The course introduces students to the process of writing academic argument essays. 3. I'd like to create this mathematic model out of purely academic interest. 4. Lessons are taught not only through an academic method, but also through games.

*scholastic* 1. We appreciate your scholastic achievement this year. 2. Laura's scholastic achievements won her acceptance into Harvard. 3. The current beliefs about logic can be traced back to the beginnings of scholastic

philosophy. 4. I hate all these dull scholastic reports I have to submit by the end of the month.

*argument* 1. It was a strong argument that his hypothesis was true. 2. They were involved in a violent argument. 3. He got into an argument with Jeff in the pub last night. 4. Now that we've heard all the arguments for and against the proposal, shall we vote on it? 5. A decision was finally made after some heated argument.

### **READING**

#### **1. Before you read the text discuss the following questions.**

1. Is there a strong interdependence of learning and motivation? Explain your point of view in 2-3 sentences.

2. Check you understand the meaning of the following words/phrases which appear in Part II: *segregation, social cleavages, inequality, handicap*.

### **DOES TRACKING IMPEDE EDUCATION OPPORTUNITY?**

#### **Part II**

Alternatively, critics advance a good many arguments in favor of heterogeneity and against tracking:

- Self-concepts of many youngsters are adversely affected by tracking. Lower-ability groups become stigmatized, and so they lose interest in learning. All the while, high-ability children gain an inflated sense of their own worth.

- Most life experiences do not occur in homogeneous settings, and pupils must learn to work with people from differing backgrounds and differing abilities.

- Tracking tends to segregate children along ethnic, racial, and socioeconomic class lines, deepening the social cleavages of the larger society. It means the systematic disadvantaging of the already disadvantaged and advantaging of the already advantaged.

- Ability grouping results in an inferior education for slower learners. 'Low groups' become dumping grounds for students who, because of low motivation, emotional difficulties, poor health, or environmental handicaps, perform poorly in their academic work.

Unfortunately, the arguments of both proponents and opponents have often been based more on rhetoric than on any valid research evidence. Tracking, as practiced in American schools, promotes improved scholastic achievement in high-achieving groups and almost uniformly poorer scholastic performance in average or low-achieving groups. Students in ‘academic’ or ‘college preparatory’ classes are more likely to be white, to have come from advantaged backgrounds, and to go on to college than students in ‘general’ or ‘vocational’ classes. These differences tend to remain even after academic ability is taken into account. Of course, such findings cannot resolve what is fundamentally a political and ideological question: whether benefiting the advantaged or the disadvantaged is the proper use of public resources.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. Does heterogeneity have any advantages?
2. What are the arguments against ability grouping based on?
3. Is it possible for us to live among the people who have the similar backgrounds and abilities?
4. What is the author’s main observation in Part II?

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Slow students hardly enjoy learning in a heterogeneous group.
2. Opponents of tracking state that it causes the society unity.
3. Abler learners underestimate their mental abilities while studying in a homogeneous environment.
4. The results of the research can solve the question of proper use of public resources.
5. Pupils use their life experience in homogeneous environment.
6. In spite of having the obvious advantages, tracking has been critical.
7. Low motivation is one of the reasons why slower students mostly make no progress in learning.
8. A lot of ‘ability grouping’ opponents refer it to the subdivision of pupils into particular social categories.
9. General school classes allow any person to enter a college for further study.

10. American schools have introduced tracking willingly and encouraged the balance in results of average, low and high-achieving groups.

### **SPEAKING**

#### **1. Discuss in pairs/groups.**

1. The text mentions ‘advantaging of the already advantaged’. Do you agree/disagree? Why?

2. Make sure you realize the difference between ‘academic’ and ‘vocational’ classes.

3. What two ideas are contrasted and what is the result?

#### **2. Over to you.**

1. If you are not a supporter of ability grouping, how do you think one can make a progress in the school then?

2. What words or phrases in the text persuade you that the problem remains?

### **VOCABULARY 2**

**1. Substitute words from the text *Does Tracking Impede Education Opportunity?* (both Part 1 and Part 2) for the words in bold in the sentences below:**

words from Part 1: accord	ensure	involve	advance;
words from Part 2: promote	perform	stigmatize.	

1. Due to tracking pupils can **progress** at their own rate with others of similar grade. 2. Ability grouping is an educational practice that **consists in** dividing the students into groups on the basis of such factors as ability measured by test scores. 3. His children were **granted** considerable latitude in how they spent their money. 4. We will **guarantee** equal opportunities for all. 5. People should not be **held up to shame** on the basis of race. 6. Computers can **carry out** a variety of tasks. 7. Greenpeace works to **contribute to** awareness of the dangers that threaten our planet today. 8. Most of the students **worked** well in the exam. 9. She was **treated unfairly** because she studied in the lower-ability class. 10. Fresh air and exercise **contribute to** good health. 11. The equipment **operated** well during the tests.

**2. While reading the text you have come across some words built by conversion. Translate the sentences paying attention to these words.**

*question* 1. The professor wants us to question facts. 2. Nobody dared to question the credibility of her story. 3. How can I question the wisdom of your behaviour? 4. I question whether his proposal will be improved. 5. He was questioned by the police. 6. They questioned the Conservative candidate on his views

*start* 1. The film starts in ten minutes; hurry up! 2. If everyone is ready I can start the car. 3. Start each page on the second line.

*group* 1. The police grouped themselves round the demonstrators. 2. Group the roses together. 3. The family grouped together for the photograph. 4. We can group animals into several types.

*result* 1. His illness results from bad food. 2. If any damage results from the negligence, it must be paid for by the borrower. 3. Unfortunately nothing results from my efforts. 4. Let us hope that peace will result from our talks. 5. Very often the flight delay results from mechanical problems.

*channel* 1. Ditches were constructed to channel water away from the buildings. 2. If she could only channel all that energy into something useful. 3. Channel your money into research in that particular field and I hope you won't be sorry.

**3. Make four compound words from the text using the following words. Give their equivalents in your native language. Translate the sentences containing these words: *low, ability, high, achieving*.**

**4. Find in the text the sentences containing the following collective nouns: *the advantaged, the disadvantaged* and translate them. Then find the other collective nouns in the following sentences.**

1. Kelly O'Neil is a national award-winning expert on business and marketing strategies: he knows how to market to the affluent and increase the success of small businesses. 2. Kidnappings have become so common in Venezuela that it's not just the rich who are now targeted. Now it's the middle class and the poor who are suffering because they cannot afford the body guards, armored cars and insurance of the affluent. 3. According to Vital Signs, the quality of life for many people has diminished, and inequality between the affluent and the poor has grown since the recession officially began on Long Island last year. 4. The recession has caused even the affluent to be careful spenders. 5. The USF supplies home phone service to the poor but only as

credits on their monthly bill. 6. This year's question is "Do the wealthy have an obligation to help the poor?"

**5. Find the words and phrases in the 5<sup>th</sup> and 6<sup>th</sup> paragraphs of the text that describe these things:**

- 1) education of poor quality for slower learners;
- 2) pupils or students who are not as quick as the others in their studies;
- 3) achievements of pupils in their studies;
- 4) problems referring to external conditions or surroundings in which people live or work that cause harm;
- 5) grounded proof;
- 6) school classes where pupils are not being prepared for the college, but learn the subjects necessary to gain professional skills;
- 7) minor stimulus for doing something.

**6. Complete the sentences with the phrases from Exercise 5.**

1. In the two years since Bout's arrest, the US government has failed to produce any \_\_\_\_\_ against him. 2. Student abilities can range from extremely gifted to \_\_\_\_\_. 3. We should offer students single-subject \_\_\_\_\_; such as woodshop, metal shop, drafting, electronics, child development, etc. 4. Roma children continue to receive \_\_\_\_\_ in segregated Czech schools, despite a court ruling ordering the Czech Republic to end their discrimination. 5. Employee satisfaction is important because angry and fearful employees will result in \_\_\_\_\_ and morale. 6. The best students are chosen on the basis of \_\_\_\_\_, community service, character, leadership and varsity sports participation. 7. The scholastic achievements in the Gaza Strip have fallen due to malnutrition, intolerable living conditions of the family and \_\_\_\_\_.

## **LANGUAGE REVIEW**

### **Degrees of comparison: adverbs**

**1. Write the correct form of the adverbs given in brackets.**

1. She works (hard) than all the others. 2. Of all the methods this one works (well). 3. Drive a bit (carefully), will you? 4. They all behaved badly, but Tom behaved (bad). 5. Would you speak (quietly), please? I'm trying to concentrate. 6. A good education will help you to find a job much (easily). 7. Monica speaks Italian as (fluently) as her teacher does. 8. My instructor says I

should practice (often). 9. How much (far) do we have to walk? 10. We meet (and frequently). 11. (soon) we leave, (fast) we'll get there. 12. Tim got to work a few minutes (early) than usual.

**2. Choose the correct variant.**

1. You know him (good, better, best) than anyone else. 2. I hope you can see slightly (clearly, more clearly, most clearly). 3. They need business skills to manage themselves (much, more, most) effectively. 4. That man gave the (brief, briefer, briefest) answer. 5. Stonehenge is the second (popular, more popular, most popular) tourist attraction in Britain. 6. I thanked him again even (heartily, more heartily, most heartily) than before. 7. Prices were (high, higher, highest) as ever. 8. He knew he was (little, less, least) desired person at the party. 9. This road is twice as (long, longer, longest). 10. He spoke (clearly, more clearly, most clearly), but too (quickly, more quickly, most quickly). 11. Nowadays people aren't so (thoughtful, more thoughtful, most thoughtful) as they used to be. 12. Her brother is three years (elder, older, youngest) than her.

**3. Complete the sentences using *same, like, similar, as, or different*.**

1. I liked the old method. The new one isn't ... convenient. 2. The system here is ... to how we do it in Italy. 3. You look the ... as ever. 4. He tries as hard ... he can. 5. Astronomy is quite ... from astrology. 6. This isn't such an interesting article ... the last one I read. 7. I've got a computer ... yours.

**4. Find information about educational systems in two or three countries and compare them with one another.**

- *The academic year in ... is one term longer than in... and the vacations are the shortest.*

## UNIT 3

### VOCABULARY 1

#### 1. Explain the meaning of the following international words:

subculture <i>n</i> , definition <i>n</i> , course <i>n</i> , athletic <i>adj</i> , guarantee <i>v</i> .
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#### 2. For each sentence, find one word from Exercise 1 to replace the word or phrase in *italics*.

1. I *promise* that our team will play hard and have a shot at winning the championship. 2. The legal *description and explanation* definition of what is and what is not pornography is very unsatisfactory. 3. She looks very *strong, healthy and good at sports*. 4. He taught *a set of classes in* film history at Harvard University.

#### 3. Describe the way of life, customs and ideas of the following groups of people within a society. In what way are they different from the rest of the society?

Emo subculture, gothic subculture, hanfu subculture, high school subculture, hip hop subculture, cyber subculture, hacker subculture, irc subculture, japanese subculture, punk subculture, slashdot subculture, graffiti subculture, youth subculture.

### READING

#### 1. Before you read the text discuss the following questions.

1. In your everyday life, how often you face the facts that have nothing to do with what you were taught?
2. In the text the term 'subculture' is used. What do you think makes it different from 'culture'?

#### 2. Read the text to check your ideas. Answer the questions based on the text.

1. What main contradiction do English schools present?
2. How do 'working class boys' behave at school?
3. Can we consider such behaviour as anti-culture?
4. What causes the so-called 'subculture of resistance'?



## **STUDENT SUBCULTURES: REPRODUCING SOCIAL CLASS**

Schools present working-class children with a middle-class view of the world. In school they are taught such platitudes as, “Anyone can grow up to be Prime Minister,” “Hard work pays off,” and “To get a good job, you have to do well in school.” Lads know from their own experience that this world view is false. People like them don’t become Prime Minister, their fathers and brothers work hard for little pay, and their work has little or nothing to do with what they’ve learned in school.

In response to this contradiction, the lads develop a school subculture (or counterculture) of their own. The main thrust of this culture is defeating what they perceive as the main goal of education: making them work. From their point of view, the costs of being a good student – the lack of action, adventure, and independence – greatly outweigh the benefits. Rejecting the school’s definitions of success and failure, they devote themselves to what Americans call ‘goofing off’. They enroll in the easiest courses, cut classes, go to the wrong classes, forget to do homework, sleep through tests, and the like. The point is to make it abundantly clear to their teachers and their peers that they don’t care. For the school’s values, they substitute values of their own, earning prestige among their peers by being tough, sexy, athletic, good drinkers, and jokers.

On the one hand, breaking school rules and doing least work possible helps English working-class boys to feel more powerful in relation to school authorities. In a sense, they succeed. School officials see them as uncontrollable. “Teachers”, they claim, “don’t know ‘the way of the world’, because they’ve been in schools or colleges all their lives.”

John Ogbu found a similar subcultural pattern among poor black students in California. American schools, like English schools, teach a middle-class view of the world. Faced with this contradiction between what they are being taught and what they know, black students develop a subculture of resistance. By not trying, they protect themselves from immediate failure on the one hand, but virtually guarantee later failure on the other.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Working-class children believe they can reach a high status.
2. To do well for them means to follow the school rules strictly.

3. The school management can't control such pupils.
4. English and American establishments (institutions) teach black and white students the same view of the world.
5. Every pupil at English schools knows for sure that his attending classes and working hard will pay off in future.
6. A school counterculture is the result of contradiction in educational platitudes and real life.
7. The principles of failure and success don't exist for lads.
8. Lads reproduce their social class by being athletes and jokers, thus learning the popularity among the peers.
9. English teachers are respectful people because, in working-class boys' opinion, they know 'the way of the world' very well.
10. A subculture of resistance emerge in some American states where there are a great number of poor black citizens.

### **SPEAKING**

#### **1. Discuss in pairs/groups.**

1. In the case of non-resistance what might happen to poor black students: win or failure?
2. A person's observations help him/her to shape (form) his/her own world view.
3. Exchange your attitudes to educated people.

#### **2. Over to you.**

1. 'Being a good student' involves...
2. Find a suitable title for the text.

### **VOCABULARY 2**

#### **1. For each sentence, find one word from the box to replace the phrase in italics:**

contradiction	adventure	resistance	platitudes	failure	goal.
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1. His speech was full of *banal and empty comments or remarks* and never offered any true thoughts and feelings.
2. You say that you're good friends and yet you don't trust him. Isn't that a bit of *opposition between two conflicting forces or ideas*?
3. Our *aim or purpose* is for the country to be fully independent within two years.
4. We got lost on the Metro – it was quite an *exciting and*

*dangerous experience.* 5. There's a force which acts to stop the progress and is *opposed* to the idea of a united Europe. 6. The meeting was *an event that did not accomplish its intended purpose*. No decision was made.

**2. Match the verbs from the text (1-7) to their definitions (a-g):**

- 1) reject; 2) earn; 3) perceive; 4) enroll; 5) outweigh; 6) substitute; 7) defeat.
- a) to think of (something) in a particular way;
  - b) to cause someone or something to fail;
  - c) to be greater or more important than something else;
  - d) to refuse to accept, use or believe something or someone;
  - e) to put yourself or someone else onto the official list of members of a course, college or group;
  - f) to receive money as payment for work that you do;
  - g) to use something or someone instead of another thing or person.

**3. Complete the sentences with the words from the above exercises.**

1. The aggression by NATO has also sharpened the \_\_\_\_ between imperialism and the peoples. 2. Her continual \_\_\_\_ made everyone in the room wonder whether she ever came up with an original thought. 3. They have set themselves a series of \_\_\_\_ to achieve by the end of the month. 4. She had some exciting \_\_\_\_ in Egypt. 5. The workers offered the ministry a simple choice: increase their salaries or they would all join the armed \_\_\_\_ . 6. He was a \_\_\_\_ as a businessman. He lost all his personal assets. 7. How do the French \_\_\_\_ the British? 8. I \_\_\_\_ in the modern art course. 9. Bill Clinton \_\_\_\_ George Bush for the presidency in 1992. 10. The benefits of increased immigration \_\_\_\_ the costs. 11. Brazil \_\_\_\_ many millions of pounds a year from coffee exports. 12. Coin-operated machines in England \_\_\_\_ Irish money. 13. She \_\_\_\_ as a volunteer to tutor adults in English. 14. Gas-fired power stations will \_\_\_\_ for less efficient coal-fired equipment. 15. You can't expect to \_\_\_\_ a living from your painting.

**LANGUAGE REVIEW**

**Passive voice: Simple Tenses**

**1. Read sentences a–c below and decide which definition of use 1–3 best describes each sentence.**

1. The agent (the person performing the action) is unknown.

2. We are more interested in what happens to someone/something than who does it.

3. The agent (the person performing the action) is assumed.

a. There's no guarantee the survey results will be announced on Friday.

b. Three computers were stolen from the lab over the weekend.

c. He was expelled from college for cheating at an exam.

**2. Say when something is usually (generally etc.) done or how often something happens:**

- to check the mail, in the morning, usually – *The mail is usually checked in the morning.*

1) to take decisions, at the staff's meetings, normally;

2) to receive visitors, three days a week, generally;

3) to hold students' conferences, twice a year;

4) to submit course papers, at the end of the term, usually;

5) to publish scientific journals, periodically.

**3. Say that something was done yesterday, two days ago etc.**

- I want you to send the letter (yesterday). – *But the letter was sent yesterday.*

1. Will you have finished writing your report by noon? (half an hour ago)

2. I advise you to hold a meeting on the problem. (last Thursday) 3. Don't forget to invite Professor Ferguson to the seminar. (the day before yesterday) 4. Mind that you are to prepare a programme for the coming business partners. (a week ago) 5. Remind him of the need to submit the information on the issue by the end of the week. (in the morning)

**4. Refer the following sentences to the future. Use the prompts in brackets.**

- We are always invited to their parties. (next weekend) – *We'll be invited to their party next weekend.*

1. The problem was solved by joint efforts. (I think) 2. This opinion is not shared by most of our colleagues. (soon) 3. The briefing was postponed because of the dean's illness. (a later date) 4. The issue was heatedly discussed in all university departments. (We believe) 5. I was offered a new job. (probably, next year)

**5. Rewrite each sentence using the passive. Make all the necessary changes.**

- Most universities require mid-semester and final examinations. – *Mid-semester and final examinations are required by most universities.*

1. A four-year American college or university offers a Bachelor's Degree. 2. State governments do not subsidize private schools. 3. Do they allow all university students to take vacations upon term completion? 4. Only the teachers know the results from IQ tests, don't they? 5. We carried out a lot of experiments in our laboratory. 6. We didn't show those tables and graphs at our presentation. 7. Did they demonstrate the new models during the lecture? 8. Didn't they hold a students' scientific conference at your university last term? 9. After final examinations students will receive their grades in the mail a month later. 10. We won't study these subjects at our faculty. 11. Will any of your scientific workers and researchers attend the next May seminar? 12. You will tell the dean about the incident, won't you?

## UNIT 4

### VOCABULARY 1

**1. Guess the meaning of the following international words. Mind the parts of speech they belong to:**

criteria <i>n</i>	immigrant <i>n</i>	conflict <i>n</i>	debate <i>v</i>	loyal <i>adj.</i>
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**2. Put the international words above instead of the phrases in italics below.**

1. *People who come to a country in order to settle there* illegally are sent back across the border if they are caught. 2. The Health Service should not be judged by financial *standards* alone. 3. Congress *discussed* a subject *in a formal way* for several hours without reaching a vote. 4. When all her other friends deserted her, Steve remained *firm and not changing in his friendship*. 5. An *active disagreement* between parents and children become more frequent when the children become teenagers. 6. Science sometimes comes into *struggle or clash* with religion.

**3. Complete the following sentences with the words from Exercise 1.**

1. It was an unpopular policy and caused a number of \_\_\_\_\_ within the party. 2. Jack has been a \_\_\_\_\_ worker in this company for almost 50 years. 3. My grandparents arrived here as \_\_\_\_\_ from Russia in 1910. 4. Is height a

\_\_\_\_\_ for hiring police officers? 5. If armed \_\_\_\_\_ occurs, everyone will suffer.  
6. In Parliament today, MPs \_\_\_\_\_ the Finance Bill.

### **READING**

#### **1. Before you read the text discuss the following questions.**

1. Have you had an experience of studying in an international group?  
Does it of any help in learning?

2. Check you understand the meaning of the following words/phrases which appear in the text: campus, under/overrepresentation, alumni, major (*n*).

#### **2. Read the text to check your ideas. Answer the questions based on the text.**

1. What world culture shows obvious respect to education?
2. How does an applicant's merit effect acceptance to a college?
3. Do immigrants suffer from discrimination in the sphere of education?

### **ASIAN AMERICANS ON CAMPUS: ADVANTAGED OR DISADVANTAGED MINORITY?**

The number of Asian Americans on college campuses has nearly tripled reaching 448,000. Part of the reason is that Asian Americans are the fastest growing immigrant groups in the United States. In addition, education has long been associated with status and respect in Asian cultures, and Asian families are more willing to sacrifice to enable their children to obtain the highest degrees possible.

At first glance, Asian Americans do seem to be overrepresented in higher education. For example, Asian Americans make up 6 percent of the population of California, but 16 percent of the freshmen on California State University campuses, and 20 percent of those on University of California (UC) campuses. But closer examination suggests that qualified Asian American students are underrepresented. In terms of academic qualifications, almost a third of Asian American high school graduate in California were eligible for admission to UC colleges (compared to about 25 percent of white and 5 percent of Hispanic and black students). Thus admission rates are lower for Asian American students than for students from other ethnic groups with similar qualifications.

Statistics aside, the debate over Asian American students raises questions about a potential conflict of values in higher education. On the one hand is the goal of meritocracy. Students should be admitted to colleges and universities solely on the basis of their academic achievement or merit. On the other hand is the goal of creating a diverse student body. Colleges and universities should seek students with a wide range of backgrounds and interests. Admissions officers argue that acceptance depends not only on grades and test scores, but also on such factors as geographic location, intended major, personal essay, letters of recommendation, and extracurricular activities. Because many are the first members of their families to speak English, Asian American applicants tend to favor majors in science, mathematics, and engineering – the most competitive majors. As recent immigrants they are less likely than other applicants to have experience with American sports or parents who attended American colleges, and so are less likely to receive special consideration because they are good football players or the sons or daughters of loyal and generous alumni. College spokespeople usually claim that the underrepresentation of Asian Americans is the result of this broad range of criteria, not discrimination.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. The choice of University subjects by Asian American learners depends on their preferences.
2. In California University the percentage of Asian American first-year students is high.
3. Colleges and Universities in US are not interested in looking for promising applicants.
4. The results of testing are very important.
5. In the USA one of the biggest immigrant groups is Asian Americans.
6. For the decade, beginning with the mid-1970s, the amount of Asian American students doubled.
7. In the text, most of the American universities and states are given as the example to reflect the admission percentage.
8. Asian cultures belong to those where a person's position in the society and his success are directly connected with getting higher education.

9. The Asian American ethnic group dominates in California State University.

10. Economics, business and finance show the major competition in the labour market nowadays.

### **SPEAKING**

#### **1. Discuss in pairs/groups.**

1. Give reasons for the choice of majors in science /engineering by students-immigrants.

2. University grade enhances a person's social state. Agree/disagree with the statement.

3. Compare the percentage of Asian American students and students from other ethnic groups with similar qualifications.

#### **2. Over to you.**

1. Define the main idea of the text.

2. Consider a range of factors which would influence the admission to top colleges and Universities.

### **VOCABULARY 2**

#### **1. Explain the meaning of the following nouns (1-4) from the text.**

**Their definitions (a-d) may be helpful:**

1) campus; 2) freshman; 3) graduate; 4) alumni.

a) UK: a person who has a first degree from a university or college;

US: a person who has finished their school, college or university education;

b) a student in the first year of high school, college, or university;

c) the grounds, sometimes including the buildings, of a university, college, or school;

d) men and women who have completed their studies esp. at a college or university.

#### **2. Complete the following sentences with the words from Exercise 1.**

1. The Comedy Store is the world's most famous comedy club and is located in West Hollywood, California. Its \_\_\_\_\_ consist of famed comedians such as Jim Carrey, Chevy Chase, Robin Williams, Eddie Murphy and many more. 2. Freshmen at many universities are not allowed to live off \_\_\_\_\_. 3. This program



aims to meet the needs of \_\_\_\_\_ with degrees in physical sciences who wish to apply their quantitative skills to environmental problems. 4. She is a \_\_\_\_\_ at Harvard. She has entered it this year. 5. He has come to the course as a highly qualified \_\_\_\_\_, with a first class honors degree in history. 6. Recent \_\_\_\_\_ with English mother tongue but strong language skills have been recruited to several roles in this growing company. 7. The first year students, or \_\_\_\_\_ students, who began at Richmond last fall, continue to have the profile of new approach. 8. Several famous \_\_\_\_\_ have agreed to help raise money for the school's restoration fund. 9. There's accommodation for about five hundred students on \_\_\_\_\_.

**3. Read the following sentences and match the meaning of the polysemantic words in italics to one of the lettered definitions below:**

*score*

- a) the number of points, goals, etc. achieved in a game or competition;
- b) a number or letter indicating quality, especially of a student's performance;
- c) an amount due (as at a restaurant or bar);
- d) the music written for a film, play, etc (with the parts for all the instruments and voices arranged on separate lines).

1. Have you heard the latest cricket *score*? 2. The final *score* at this afternoon's match was 3-0. 3. What was your *score* on your homework? 4. He is motivated to achieve high *scores* – even aiming for 100 % at each session. 5. Add it to my *score* and I'll settle later. 6. Who wrote the *score* for Tarantino's famous "Pulp Fiction"?

*major*

- a) the most important subject that a college or university student is studying;
- b) a university student who is studying a particular field as the principal;
- c) one of two main musical modes, a type of key (ant: minor);
- d) a military officer of middle rank, above a captain.

1. Her father was a *major* in the Scots Guards. 2. Allegro is written in the key of C *major*. 3. I met *Major* Jones last year – he served in the British Navy then. 4. His *major* is sociology. 5. She was a philosophy *major* at an Ivy League college.

*admission*

- a) permission to study at a school or college;

- b) permission to enter a theater or other building;
- c) the price charged for entrance;
- d) a confession, as of a crime, mistake, etc.

1. I felt he would see my giving up now as an *admission* that I was wrong.
2. How many students will gain *admission* to Yale?
3. Museum *admission* is \$5.
4. There was no *admission* of guilt from anyone.
5. The club refuses *admission* to those under 18.

**4. Make phrases of 'noun+noun' type from the following words:**

high school college campus rate graduate officer admission (x2).

**5. Match adjectives in column A to nouns in column B to make phrases from the text:**

A	B
extracurricular	location
competitive	essay
personal	activity
loyal	major
geographic	alumni
intended	
generous	

**6. Make phrases from the text using the following verbs and nouns:**

- a) to obtain, to favor, to attend, to raise;
- b) a degree, question, major, college.

**7. Use words and phrases from exercises 4-6 to complete the following sentences.**

1. To submit a \_\_\_\_\_ to Sunday Journal, e-mail it to sundayjournal@express-news.net. Please limit length to 500 words and include biographical information (occupation, family status, etc.).
2. When she studied at The University of North Texas she \_\_\_\_\_ in elementary education and later received a certification in religious studies from the University of the Incarnate Word.
3. To operate a dentistry school that would rival our competitors, FAMU needs \_\_\_\_\_ contributions. These donations would assist the programs' neediest students.
4. Most European countries offer a strong two-track system – one for the trades and one for the university – whereas the majority of our \_\_\_\_\_ have no employable skills whatsoever.
5. Like many small rural schools in the

province, Shoba High School was forced to shut its doors because of a low \_\_\_\_\_. 6. The International Atomic Energy Agency made repeated reports which \_\_\_\_\_ about the Iranian nuclear programme. 7. After high school she plans to \_\_\_\_\_ to become either a physical therapist or an x-ray technician. 8. Between going to class, studying, working on projects, getting enough sleep and doing \_\_\_\_\_, it can be difficult for the students to exercise and eat healthy on a regular basis. 9. If the United Nations headquarters decided to relocate from New York City, Dubai would be the “ideal choice” for hosting because of its \_\_\_\_\_ and efficient transport network.

### **LANGUAGE REVIEW**

#### **Passive voice: Continuous Tenses**

##### **1. Make up sentences describing what is being done at the moment.**

**Add any words you need.**

Pattern: to give a presentation, now – An interesting presentation is now being given in Room 68.

1) to repair a printer, still 2) to interview candidates for the post, at the moment 3) to complete construction of the library, currently 4) to carry out experiments, at present 5) to hold a series of seminars, this week.

##### **2. Rewrite each sentence using the passive. Make all the necessary changes.**

1. The secretary is just typing your report. 2. The students aren't taking any written tests this week. 3. Is he announcing the exam results? 4. Aren't they presenting Professor Johnson's new book at today's round table discussion? 5. When I joined the panel, they were interviewing the fifth candidate. 6. The teacher wasn't explaining any new material at the last lecture. 7. Were they still writing the essays when the bell rang? 8. Weren't you also discussing the new assessment scheme at your department meeting?

## UNIT 5

### VOCABULARY 1

**1. Guess the meaning of the following international words from the text:**

dilemma <i>n</i> generate <i>v</i> corruption <i>n</i> budget <i>n</i> calculate <i>v</i> .
---

**2. For each sentence, find one word from Exercise 1 to replace the word or phrase in italics.**

1. *Illegal, bad or dishonest behaviour, especially by (high-rankers) high-ranking officials* in politics is widespread throughout the country.
2. We tried to *make a mathematical computation* how fast he was moving when the car crashed.
3. The President is clearly in *a situation in which a difficult choice has to be made between two different things* about how to tackle the crisis.
4. The new development will *give* 1500 new jobs.
5. Libraries are finding it increasingly difficult to remain within *a financial plan that lists expected expenses and income during a particular period*.
6. The wind farm may be able to *produce* enough electricity for 2000 homes.

**3. Complete the sentences with the words from Exercise 1. Sometimes you'll have to change the form of the word.**

1. He was held on charges of \_\_\_\_\_ and racketeering.
2. These measures will increase the club's ability to \_\_\_\_\_ revenue.
3. The \_\_\_\_\_ was over how to protect a charming little island and at the same time allow economic development on it.
4. The president submitted the annual \_\_\_\_\_ to Congress.
5. The cost of the damage caused by the recent storms has been \_\_\_\_\_ as over £5 million.

### READING

**1. Before you read the text discuss the following questions.**

1. What sport games belong to big-time sports?
2. Check you understand the meaning of the following words/phrases which appear in Part 1: *varsity, educational goal, revenue-producing potential*.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. Why is this kind of sport problematic for US higher educational institutions?
2. What does the wish ‘to keep money rolling in’ result in?
3. Do all the athletes and football players graduate from a college/University?
4. Who experiences pressure most of all?

## **CAN BIG-TIME COLLEGE SPORTS AND EDUCATION COEXIST?**

### **Part I**

Big-time sports pose a dilemma for educators. The games provide entertainment, spectacle, excitement, and festival – all of which bond together administrators, faculty, staff, students, and alumni. The quest for big money and fame has superseded the pursuit of educational goals. College sports now generate more than \$1 billion a year. The pressure to keep the money rolling in is what contributes to abuse and corruption. Since winning programs produce huge revenues from gate receipts, television, bowl games, tournament appearances, and state legislative funding, many athletic departments are governed by a winning-at-any-cost philosophy. Consider these examples:

- The president of the University of Georgia, Fred C. Davidson, testified at the Kemp trial that most athletes at Georgia do not graduate, saying the athletes have a ‘utilitarian value’ to the university because of their revenue-producing potential.
- Many college coaches report that they are under growing pressure to bring in more revenue. Says Dale Brown, men’s basketball coach at Louisiana State University: “The bottom line used to be W’s (wins). Now it is dollars. There is a lot of greed because college presidents see a way to enhance their budgets by putting their teams on TV.”
- Pennsylvania State University likes to claim that 90 percent of its varsity football players graduate. But the figure is valid only if you count players who reach their senior years. The Pittsburgh Post-Gazette calculates the rate is 67 percent if dropouts are included. The National Football League

Players Association says that 61 percent of the Penn state products in the NFL are degree holders. Overall, barely one-third players in the National Football League hold college degrees, and some estimates for the National Football Association are even lower. At Memphis State University, only six of fifty-eight basketball players graduated in ten years.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Showing a college team on TV increases its income.
2. Nowadays the highest aim in sports competitions is the win.
3. Big money and fame influence the learning process negatively.
4. Every athlete did his college University degree in four years.
5. At present, 'having a utilitarian value' is a suitable term for university athletes.
6. Most of educators believe that winning goals and educational ones are different things at many college athletic departments.
7. The percentage of college football players who have become degree holders is very high.
8. Corruption and abuse are impossible in generating and keeping money to roll in.
9. The coaches as well as the sportsmen are happy to earn money for their varsities.
10. It takes some athletes 10 years to study before they get their university diplomas.

### **Speaking**

#### **1. Discuss in pairs/groups.**

1. Give arguments in favour of winning in sports competitions by any means.
2. Describe the situation with sportsmen in various American varsities.
3. List the events that can gather all levels of a college staff.

#### **2. Over to you.**

1. In recent years, a winning-at-any-cost philosophy has dominated. Support or reject it.

2. State the size of the problem. Why does it exist and grow?

## VOCABULARY 2

### 1. Study the following sentences.

1. The dish tasted badly. The marinade **enhanced** its flavor. Now it is delicious. 2. The new version of Firefox successfully **superseded** the old one. That's why the user's work in the Internet became faster and safer. 3. Nuclear weapons **pose** a threat to everyone: every person living on the Earth is in danger. 4. We all **posed** for our photographs in front of the Lincoln Memorial. 5. Many people have **testified** against the prisoner. They had seen the man leaving the building around the time of the murder. Now he has little chance of going free. 6. The man **posed** as a drug dealer. But in fact he was a detective. He was going to catch the criminal. 7. The puppy and his master **bonded** quickly.

**Now match the words in bold in sentences (1-7) to the definitions (a-g) below:**

- a) to cause a problem or difficulty to exist;
- b) to move into and stay in a particular position, in order to be photographed, painted, etc;
- c) to pretend to be something that you are not;
- d) to replace something, especially something older or more old-fashioned, with something new;
- e) to develop a close connection or strong relationship with someone;
- f) to speak seriously, to provide proof, especially in a court of law;
- g) to improve the quality, amount or strength of something.

**2. For each sentence, find one word from the box to replace the word or phrase in italics. There are two words in the box that you don't need:**

pursuit	entertainment	quest	excitement	dropout
fame	revenue	spectacle	tournament	trial.

1. A cinema is a place of *public amusement*. 2. The ceremonial opening of Parliament was a fine *grand public show*. 3. They travelled in *search* of gold. 4. Her *state of being known and talked about by all* confused her at first, "I never realized how many people were watching me." 5. The

criminal started to run and the cop took off in *an effort to overtake and capture*. 6. Taxes provide most of the government's *income that it receives regularly*. 7. The Australian Open tennis *competition in which contestants play a series of games to determine an overall winner* has witnessed wins and losses that have both delighted and shocked fans of the game. 8. As a high school *student who leaves school before graduation* he'll never get a decent job.

**3. Match words from each box to make 'verb+noun' phrases from the text:**

pose   provide   supersede	the budgets   a dilemma   the pursuit
contribute   produce   enhance;	revenues   entertainment   corruption.

**4. Complete the sentences with the phrases from Exercise 3.**

1. The current situation in India \_\_\_\_\_ for the Reserve Bank of India. Should it raise interest rates? 2. Montana State University students will \_\_\_\_\_ by performing traditional dances, singing songs and playing traditional musical instruments. 3. Small and medium enterprises create jobs, \_\_\_\_\_ and add to GDP six times faster than larger companies. 4. A mobile Internet device is a multimedia-capable handheld computer that provides wireless access and is designed \_\_\_\_\_. 5. The new law is designed to generate millions to help close a gap in the current year's budget, and \_\_\_\_\_ for state and local governments in future years. 6. Congress voted more funds \_\_\_\_\_ the defence \_\_\_\_\_.

**5. Answer the following questions. Pay attention to the phrases in italics.**

1. Who or what can *provide entertainment*? 2. What could *pose a dilemma* for you? 3. What can *contribute to corruption*? 4. What *produces revenues* for the government?

**6. In what way has our life changed recently? Use the hints below.**

Example: Nowadays coffee pots *are superseded* by coffee-machines.

cathode ray tube   video cassette   dot-matrix printer   filament lamp
washboard   fixed location phones   coffee pot   tube radio   book

liquid crystal display   transistor radio   washer   coffee machine
laser printer   luminous tube   e-book   cell phones   CD



## LANGUAGE REVIEW

### Passive voice: Perfect Tenses

**1. Rewrite each sentence using the passive. Make all the necessary changes.**

1. Somebody has found your papers on the top of the photocopier.  
2. They haven't told me about the change of plan. 3. Has the Rector awarded prizes to the winners? 4. Haven't you informed the teaching staff about the new instructions? 5. Somebody had taken his file by mistake, so he couldn't hand in his work in time. 6. We heard that they hadn't completed the project yet. 7. Had your tutor given you a consultation before the last term exam? 8. Hadn't they registered all the participants before the conference started? 9. She will have translated the article by the time you come back. 10. They won't have repaired the computer by the end of the day. 11. Will the special committee have settled the dispute by the beginning of next week? 12. Won't they have finished the meeting by three?

**2. Rewrite these sentences. Instead of using *somebody*, *they* or *people*, write a passive sentence, where possible.**

1. They choose ten candidates at first interview. 2. Somebody broke the classroom window yesterday. 3. People won't read such books. 4. Somebody is using the printer at the moment. 5. I didn't realize that somebody was recording our conversation. 6. They will be discussing those problems at tomorrow's meeting. 7. They have postponed the lecture. 8. When we got to the university's stadium we found that they had cancelled the game. 9. I think they will have made a decision by then. 10. They have been writing a test paper for an hour.

**3. Complete the sentences with *by* or *with*.**

1. He was brought up ... his grandmother. 2. The hall has been painted ... a new kind of paint. 3. Your kindness is appreciated ... everybody. 4. The laboratory door was unlocked ... a skeleton key. 5. The room was filled ... smoke. 6. The compass was invented ... the Chinese. 7. Help yourself to the cake. It's been made ... dried fruit. 8. The policeman was hit ... a stone.

## UNIT 6

### VOCABULARY 1

**1. Guess the meaning of the following related words. Scan the text to find all these words and give the proper translation of these sentences:**

athlete	athletic	athletically	athletics.
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**2. Translate the following international words and put them instead of the phrases in italics below:**

integrate <i>v</i>	idealistic <i>adj</i>	scandal <i>n</i>
unqualified <i>adj</i>	masquerade <i>v</i>	structural <i>adj.</i>

1. The students at this school *mix with each other* immediately, despite their different backgrounds. 2. Some magazines contain nothing but *reports about actions or events that cause shock and disapproval* and gossip. 3. When I was young and *relating to the philosophical doctrine of the reality of ideas* I believed it was possible to change the world. 4. In this business, there are a lot of unqualified people *pretending to be* experts. 5. I liked her, but she was *lacking the skills and experience* for the job. 6. The idea with young children is *to combine* learning with play.

**3. Complete the sentences with the words from Exercise 2.**

1. If there is the slightest hint of \_\_\_\_\_, the public will no longer trust us. 2. It's very difficult to \_\_\_\_\_ into a society whose culture is so different from your own. 3. The thief \_\_\_\_\_ as a television repair-man, that's why he got into the house easily. 4. An \_\_\_\_\_ person does not have the qualifications needed for a particular job. 5. She sacrificed \_\_\_\_\_ dreams for conventional reality. 6. The \_\_\_\_\_ broke right at the beginning of the Conservative Party Conference. 7. The political reforms have led to major \_\_\_\_\_ changes in the economy.

**4. Translate the following phrases containing the word *prospect* which is a 'false friend':**

good career prospects, excellent promotion prospects, poor re-election prospects, with no prospects.

**5. Use the hints in the brackets to translate the sentences containing the word *prospect* used in different meanings.**

1. His *prospects* for getting the job are excellent; he really is the best candidate. (expectations, chances) **noun** 2. Our agency is currently *prospecting*

for new clients. (exploring, searching) **verb** 3. Is there any *prospect* that you may take a ski trip this year? (possibility, chance) **noun** 4. I have several prospects who I'll be interviewing for the position this week. (candidates) **noun**

### **READING**

#### **1. Before you read the text discuss the following questions.**

1. Do you think that going in for professional sports can be combined with getting higher education?

2. Check you understand the meaning of the following words/phrases which appear in Part II: *minority*, *professed goals*, *to wring someone dry*, *ineligible*, *commitment*.

#### **2. Read the text to check your ideas. Answer the questions based on the text.**

1. How do athletes see their final aim in entering a higher educational institution?

2. What is the best way for sportsmen to enter students' family?

3. Does sport play a vital part in players' life?

4. What should be done to make athletes good students?

## **CAN BIG-TIME COLLEGE SPORTS AND EDUCATION COEXIST?**

### **Part II**

Perhaps most troubling to educators is what happens to college athletes. Many football and basketball programs prosper by taking advantage of the belief of poor and minority youth that sports are a broad, paved road to riches. Big-time college sports have become little more than farm systems for professional basketball and football teams. Sociologists Peter Adler and Patricia A. Adler conducted a participant-observation study of a major college basketball program over a four-year period. They found that most athletes enter college feeling idealistic about their future academic experience and optimistic about their prospects for graduating. But soon sport comes to occupy a central role in their lives, Professional ensues. The media, fans coaches, classmates, and professors relate to them as athletes, not as students. Time spent in athletically related activities interferes and conflicts with

academic time. All the while, they are socially isolated, housed in a special dorm, and cut off from other students by the demands of practices, games, study halls, and booster functions. When classmates relate to them, it is in terms of athletics and not with respect to academic, cultural, political, or intellectual pursuits.

The Adlers identify the structural forces within big-time university athletic programs that undermine the professed goals of the educational system. They also make a number of suggestions based on their research. First, athletes should be sheltered from the temptation of celebrity status by making freshmen ineligible for varsity sports. Second, Athletic dorms should be abolished and athletes integrated within the larger college culture. And third, athletes should be provided with academic role models and advisors – not athletic personnel masquerading as models and advisors – who can assist them in pursuing academic goals. In sum, academic institutions need to make a commitment to their athletes as students.

Critics charge that the worst scandal of college sports programs does not involve cash. It involves slipping academically unqualified youths in the back doors of academic institutions, wringing them dry of their athletic-commercial usefulness, and then slinging them out the back door.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Sport helps athletes make a great progress in their study.
2. Football and basketball players stand aside from the rest of varsity students.
3. The research of college programs was made by famous PR experts.
4. There are particular factors which destroy the hidden objectives of higher education.
5. There no problems for university management to run and control the process of the athletes' study.
6. The author compares big-time college sports to the field of creativity for professional players.
7. Countless matches and games separate the athletes from their fellow-students.

10. As we know, varsity students and football or basketball players are treated by their Professors differently.

### 1. Discuss in pairs/groups.

2. Share your opinions as for special privileges given to university athletes. Do any exist in your University?

3. The purpose of the text is ... (give your variants of sentence end).

1. Find the sentences expressing the main idea of the text.

2. Is the last paragraph optimistic or pessimistic? How do you know?

**1. Use the clues to complete the puzzle.**

A crossword puzzle grid with 11 numbered starting points for words. The grid is composed of white squares for letters and black squares for empty space. The numbers are: 1 (down), 2 (across), 3 (down), 4 (down), 5 (down), 6 (down), 7 (across), 8 (across), 9 (down), 10 (across), and 11 (across).

### **Across**

- 2) a promise to give (yourself, your money, your time, etc.) to support something
- 7) to formally put an end to (a practice or institution)
- 8) not eligible, not allowed by the rules
- 10) a relatively small group of people differing from the majority in race, religion, language, etc
- 11) claimed openly but often falsely

### **Down**

- 1) a tempting thing
- 3) to attain (a goal)
- 4) someone who is famous, especially in the entertainment business
- 5) someone whose job is to give advice about a subject
- 6) to gradually weaken or destroy (someone or something), esp. in a way that is not obvious
- 9) to be or become successful, especially financially

### **2. Complete the sentences with the words from Exercise 1.**

1. National Service was \_\_\_\_\_ in Britain in 1962. 2. Jews and Roman Catholics belonged to religious \_\_\_\_\_. 3. His \_\_\_\_\_ love of women seems a little odd when you consider how he treats them. 4. Are you dreaming about becoming a famous \_\_\_\_\_ or movie star? 5. As a young actress, she managed to resist the \_\_\_\_\_ to move to Hollywood. 6. He knew it was wrong to steal, but the money just lying there was too great a \_\_\_\_\_. 7. After serving two terms, the president was \_\_\_\_\_ to run again. 8. He decided to \_\_\_\_\_ a career in television. 9. She's the chief economic \_\_\_\_\_ to the president. 10. The President has accused two cabinet ministers of working secretly to \_\_\_\_\_ his position. 11. As the company \_\_\_\_\_, its workers could enjoy better social packages. 12. If you \_\_\_\_\_ a plan, activity or situation, you try to do it or achieve it, usually over a long period of time. 13. I'd like to thank the staff for having shown such \_\_\_\_\_.

## LANGUAGE REVIEW

### Passive voice: verbs and verb phrases with prepositions

**1. Rewrite the following sentences in the passive. Start with the words given.**

- About an hour ago someone sent for me. – *I was sent for about an hour ago.*

1. Mr Blackwood left for Canada two years ago, and we haven't heard of him since then. Mr Blackwood ... 2. I'm sure everybody will speak about his latest book. The book ... 3. The receiving party is looking after us very well. We ... 4. Doctor Clark insisted on that item. That item ... 5. I think they will arrive at some agreement by midday. Some agreement ... .

### **2. Respond using the suggested verbal phrases.**

- Some of the visitors sound displeased. (find fault with) – *Yes, we are often found fault with.*

1. The publication of the report triggered a furious reaction from the local government. (pay much attention to) 2. There is no longer plague in the world. (do away with) 3. I hope your report was a success at the conference. (not take notice of) 4. Do they still have contacts with him. (lose sight of) 5. There's another war in the Middle East. (when/put an end to?) 6. I couldn't find any information about the accident in yesterday's press. (make no mention of) 7. The children in that boarding school look quite happy. (take much care of) 8. Why do you keep all those old papers? (make use of)

## FINAL TESTS

### **1. Mark the statements true (T) or false (F).**

1. Practice of tracking in education system doesn't have opponents.
2. Due to ability grouping learners can reach better results.
3. The results of the research show that neither homogeneity nor heterogeneity is a perfect medium for teaching and learning.
4. That all Americans have the same educational opportunities regardless of status and gender is out of question.
5. Working-class children with a middle-class view of the world strongly believe in what they have been taught at school.

6. Not keeping school rules helps lads be uncontrollable and more popular among their peers.

7. Overrepresentation of the qualified Asian Americans in USA colleges and universities is obvious.

8. The admission criteria in higher educational establishments should be based on principles of meritocracy only.

9. Big-time college sports have made the athletes a revenue-producing potential.

10. Statistics states that less than 70% of varsity football and basketball players are degree holders.

11. University sportsmen join a students' community successfully as the academic study occupies the central part in their lives.

12. Higher education and big-time college sports can coexist under the particular conditions.

**2. Choose the best of the four alternative answers.**

1. The term 'ability grouping' refers to

- a) hospital service;
- b) research establishments;
- c) educational system;
- d) big-time college sports.

2. The supporters of homogeneous grouping consider that it creates

- a) similar capability development for slower and abler learners;
- b) no interest for disadvantaged students;
- c) independence in getting privileges by learners;
- d) good environment to study school subjects.

3. The advantage of heterogeneity is in

- a) learning with classmates of the same age;
- b) the chance to study in the conditions close to real life;
- c) attending lessons with pupils of the same social and economic class level;
- d) mobilizing country's human resources.

4. According to the authors, high-ability children don't appreciate themselves because they

- a) belong to a productive nation;
- b) have different backgrounds;
- c) aren't properly motivated due to tracking;



d) have poor health.

5. The aim of lads' 'goofing off' at school is to show their fellow-students and teaching staff

- a) the indifference towards common school values;
- b) the power in writing tests and doing well at the courses;
- c) the wish of being in schools or colleges all their lives;
- d) the desire to reach the main goal in education.

6. A subculture of resistance among poor black students in English and American schools emerge for

- a) everybody wishes to be Prime-Minister;
- b) college authorities control them too much;
- c) the benefits of study outweigh the costs of being bad students;
- d) there is a gap between learners' school and life experience.

7. The growing number of Asian American students is caused by

- a) high admission rates;
- b) Asian officials who are underrepresented in colleges and universities;
- c) the tendency in Asian countries to give children good higher education;
- d) a great deal of letters of recommendation.

8. It's a common practice that Asian American applicants

- a) choose maths or engineering as their majors;
- b) are children of loyal college alumni;
- c) receive special consideration being good sportsmen;
- d) favour art sciences as their future profession.

9. Nowadays University and College sports

- a) present profit-making source;
- b) provide brain drain potential;
- c) develop the philosophy of entertainment excitement;
- d) reach the bottom line of educational goals.

10. Academic time of university athletes

- a) is spent according to the suggested curricula;
- b) plays the central role in their lives;
- c) is devoted to getting practical experience;
- d) is in conflict with their sport activity.

## SELF-STUDY GRAMMAR REFERENCE

### I

#### DEGREES OF COMPARISON

Kinds of adjectives and adverbs	Positive degree	Comparative degree	Superlative degree
<b>I</b>	<b>A</b>	<b>A er</b>	<b>A est</b>
Short, one-syllable adjectives/adverbs	clean large thin soon	cleaner larger thinner sooner	cleanest largest thinnest soonest
Two-syllable adjectives, ending in -y,	easy early	easier earlier	easiest earliest
<b>II</b>	<b>A</b>	<b>A er/more + A</b>	<b>A est/most + A</b>
Two-syllable adjectives, ending in -er, - ow, -le, and some other common words	clever narrow simple quiet	cleverer/more clever narrower/more narrow simpler/more simple quieter/ more quiet	cleverest/most clever narrowest/most narrow simplest/most simple quietest/ most quiet
<b>III</b>	<b>A</b>	<b>more + A</b>	<b>most + A</b>
Long adjectives, adjectives ending in -ed, adverbs ending in - ly	exciting bored quickly	more exciting more bored more quickly	most exciting most bored most quickly

Note 1: Not all words ending in *-ly* are adverbs. Some adjectives end in *-ly* too, for example: friendly, elderly, likely, lively, lonely, lovely, silly, ugly.

Note 2: Use *more/most* (and not *-er/-est*) with the adjective *real*.

Steven's story seems more real.

Note 3: If you are not sure how to form the comparative or superlative of a two-syllable adjective, it is generally safer to use *more/most*.

## Irregular Forms

Positive degree	Comparative degree	Superlative degree
good/well	better	best
bad/badly	worse	worst
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest
many/much	more	most
little	less	least
near	nearer	nearest/next
late	later	latest/last

Note 1: Both *further* and *farther* can be used for distances, but only *further* can mean ‘more’ or ‘additional’.

It’s a long walk from here to the university – further (*or* farther) than I thought.

Let me know if you hear any further news. (= any more news)

Note 2: Both *older/oldest* and *elder/eldest* are used to talk about people in the family, but only *older/oldest* can be used predicatively in comparative and superlative structures.

Her eldest (*or* oldest) son is a college student.

He is two years older than his sister.

Note 3: *Latest* means ‘furthest ahead in time’ or ‘newest’. *Last* means ‘previous’ or ‘final’.

This is the latest data. (= newest)

His last novel was about his adventures in Africa. (= final)

Note 4: *Nearest* means ‘the shortest distance away’. *Next* means ‘following in a series’.

Where’s the nearest bank? (= closest)

There’s a newsagents’ in the next street. (= the street beside this one)

## Equatives

Equatives are marked by *as ... as* or *not as/so ... as* and are used to say that a person, a thing, or an action is similar (or not) to another in some way. You can use focus adverbs such as *just*, *even*, *only* before equatives.

Is he as young as he looks?

He's not as good a teacher as Mrs Marshall.

Our plan is just as good as theirs.

Also note the following structures: *the same ... as, twice as ... as, three times ... as.*

Tom is the same age as Kate.

Their house is about three times as big as ours.

### **Comparatives**

Comparative structures are used to say that a person, a thing or an action has more or less of a quality *than* another. You can use *much, a lot, far, a bit, a little, slightly* before comparatives.

It's colder today than it was yesterday.

She's more intelligent than him.

Some ideas are much less practical than others.

Could you speak a bit more slowly?

We can use comparative forms, repeated with *and*, to emphasize that something is changing continuously.

Your English is getting better and better.

It's less and less common.

It's becoming more and more difficult to find a job.

*The + comparative ... the + comparative* is used to say that one thing depends on another thing or one action is connected to another.

The younger you are, the easier it is to learn.

Is it true that the more expensive the college is, the better education you get?

### **Superlatives**

Superlatives are used to say that people, things or actions have the most or least of a quality. After superlatives, use *in* before singular words for organizations, groups of people or places. *Of* is used for a period of time.

She's one of the cleverest students.

Alan is the youngest student in the class.

What's the happiest day of your life?

Also note the following structure: *the second/third, etc + superlative.*

This is the second largest city in the world.

Note: *most* + *adjective* can be used to mean 'very'

The book you lent me was most interesting. (= very interesting)

## II PASSIVE VOICE

### Simple Tenses

Present	Past	Future
(+) am/is/are Ved	was/were Ved	will be Ved
(-) 'm not/isn't/aren't Ved	wasn't/weren't Ved	won't be Ved
(?) Am/Is/Are ... Ved?	Was/Were ... + Ved?	Will ... be Ved?
(?/-) Isn't/Aren't ... Ved?	Wasn't/Weren't ... Ved?	Won't ... be Ved?

### Continuous Tenses

Present	Past	Future
(+) am/is/are being Ved	was/were being Ved	—
(-) 'm not/isn't/aren't being Ved	wasn't /weren't being Ved	—
(?) Am/Is/Are ... being Ved?	Was/Were ... being Ved?	—
(?/-) Isn't/Aren't ... being Ved?	Wasn't/Weren't ... being Ved?	—

### Perfect Tenses

Present	Past	Future
(+) have/has been Ved	had been Ved	will have been Ved
(-) haven't/hasn't been Ved	hadn't been V	won't have been Ved
(?) Have/Has ... been Ved?	Had ... been Ved?	Will ... have been Ved?
(?/-) Haven't/Hasn't ... been Ved?	Hadn't ... been Ved?	Won't ... have been Ved?

Passive structures can be created only from verbs which can have objects (transitive verbs), not from verbs which don't have objects (intransitive verbs).

They often invite me to parties. – I am often invited to parties.

Nothing happened. – no passive

We use the passive:

- when the person who performed the action (the agent) is assumed, unimportant or unknown;

A new school is now being built in this district.

- to change the emphasis of a sentence;

Columbus discovered America. – America was discovered by Columbus.

- to describe processes, demonstrations or scientific experiments;

First, candidates are given a questionnaire. Then they are asked to do a test. Next, they are short-listed and finally, they are interviewed and the best candidate is chosen.

- for official or impersonal notices or announcements.

Smoking is not permitted on the premises.

The passive form is often used in an impersonal *it* structure, when we are giving the words or thoughts of people in general.

It was rumored that he had been sacked for stealing some documents.

We can use a *by*-phrase after the passive to say who or what causes the action.

The report was written by Professor Brown.

Some roads are blocked by fallen trees.

We can mention the thing or method that the agent used to perform the action by using a *with*-phrase.

All papers are corrected with a red-ink pen.

Two passive structures can be created when we use those verbs which can have an indirect object and a direct object.

They awarded Maria first prize. – Maria was awarded first prize.

They awarded first prize to Maria. – First prize was awarded to Maria.

We can also create passives from phrasal verbs.

She locked the office up. – The office was locked up.

The performance had been paid for by a local cultural society.

Note: Sometimes we can use *get* instead of *be* in the passive with verbs denoting actions. We use *get* mainly in informal spoken English to say that something happens to somebody or something, especially if this is unplanned or unexpected.

I'm surprised Ann didn't get offered the job. (= wasn't offered)

There was a fight in the hall but nobody got hurt. (=was hurt)

## READING

### I

#### DO WE NEED NEW DIVORCE LAWS?

Social intervention in society – no matter how beneficial its purposes – often has unexpected outcomes. A good example is the dramatic transformation of the marriage contract since the advent of no-fault divorce laws in 1970. In *The Divorce Revolution*, sociologist Lenore Weitzman explores the economic and social consequences of the new divorce laws for women and children in the United States. She had begun her research assuming that no-fault divorce was a real improvement for women and families, but she found otherwise. The laws, designed to treat women and men equally, have in practice created hardship for divorced women and their children. In the first year after the divorce, the standard of living of the typical divorced woman with young children plummets 73 percent, while that of her husband goes up 42 percent.

Weitzman analyzed some 2,500 divorce decrees issued both before and since California's no-fault reforms became law in 1970. Additionally, she interviewed family court judges and prominent divorce lawyers and more than 100 recently divorced couples in the Los Angeles area. Weitzman wanted to find out why divorce has become 'a financial catastrophe for most women'. She found that most courts do not require husbands to contribute more than one-third of their income to the support of their ex-wives and children. Moreover, judges frequently order the family home to be sold, with half the proceeds going to the wife, resulting in the woman having to find a much smaller house with less room for herself and her children. Further, valuable but often intangible assets acquired during the marriage – credit, pensions, insurance, entitlements, professional credentials, and future earning power – usually go with the husband. Finally, a divorced woman is likely to enter a competitive labor market without skills, seniority, or opportunity for training. Weitzman says that the new laws give a clear message to young women in planning their futures. Divorce may send you into poverty if you invest in your family ahead of your career.

Weitzman identifies three categories of women who are particularly vulnerable but who rarely get assistance: mothers with custody of young children, women requiring transitional support, and older homemakers. The plight of the last is especially difficult, says Weitzman because both their

husbands and society had promised the women that marriage is a lifetime commitment and homemaking an honorable occupation. Instead, no-fault divorce changed the rules in the middle of the game – after the women had fulfilled their share of the bargain. Now the women find that they are unable to make up for the twenty-five or so years they spent out of the labor force. Weitzman urges judges and legislators to rethink current notions about alimony and to recognize it as an acceptable way to compensate long-married women for their contribution.

Weitzman also targets the non-support of children by divorced fathers, a record of inadequate awards, rampant default, and insufficient enforcement. She does not favor a return to the earlier system, with its rancorous charges of cruelty and adultery and legal wrangling over the assignment of guilt. Most of her recommendations consist primarily of adjustments in the interpretation, enforcement, and administration of current laws, the inclusion of “career assets” – pensions and retirement benefits, education and training, enhanced earning capacity, medical and health insurance, and other entitlements – along with material goods when marital assets are divided: effective child support enforcement measures such as withholding wages, property liens, and the threat of jail; and assurance of an equal share of the marital property to long-married, older homemakers. In sum, Weitzman places the problem that divorced women and their children face in the context of society, and traces the structural forces that generate poverty and hardship. Although no-fault laws in many states differ from those in California, which may bias her research, this does not seem to invalidate her findings.

### **Reading Comprehension**

1. The so-called ‘no-fault’ divorce law was adopted in 1970. What were its theoretical perspectives and practical implementation?
2. In the text, find L. Weitsman’s sociological research results. Are they in favour of divorced women and children?
3. Focus on the sociologist’s recommendations. Explain what she implies by ‘career assets’ and ‘material goods’.
4. Summarize the text in your own words.



## II

### SOCIOLOGY AND THE MEDIA

#### ‘Prime-time Families’

The changing image of the family on television provides insights into changing attitudes towards the family in society. This is not to say that portrayals of the family on TV mirror reality; they do not. But the dialogue between the television audience and television producers and advertisers, mediated by ratings, does tell us something about how the nation feels about families. As media analyst Ella Taylor suggests, television speaks to our collective desires, our shared worries and concerns, our wish to improve or repair our own lives, and our need to know what is going on ‘out there’, beyond the borders of our personal family experiences.

The 1950s and 1960s were decade of the happy family. The family that viewers saw on prime-time TV was intact, white, comfortable (though not conspicuously wealthy), middle-class, suburban, nuclear family – as on *Father Knows Best*, *Ozzie and Harriet*, and *Leave It to Beaver*. Parents on these shows had an endless supply of time, energy, and wisdom, which they devoted to guiding their children toward adult lives that would resemble their own. Blessed with all the modern conveniences, these families also were firmly grounded in traditional values. The outside world of public issues rarely if ever intruded on this contented domestic circle. Programs that dealt with ethnic differences (*Amos’n’Andy*, *The Goldbergs*, and *Life with Luigi*) or working-class families (*The Honeymooners*, *The Life of Riley*) fell by the wayside.

The 1970s was a decade of family discontent. This trend was epitomized by *All in the Family*, the story of a white, middle-aged, working-class couple, living in a soon-to-be integrated neighborhood in Queens, New York. The show was a battle of the generations, which pitted unrepentant bigot Archie Bunker, with his constant stream of racial and ethnic slurs, against his muddleheaded but kindly wife Edith, his feminist daughter Gloria, and her polish-American husband Michael, who was studying to become a sociologist. Social problems that had been taboo for the situation comedies of the 1960s were ‘lined up like ducks in a shooting range and argued back and forth in a contest between tradition and modernity’, between the political conservatism of the 1950s and the liberalism of the post-Vietnam years. Archie never won an argument; he was

always made a fool. But polls showed that about half the TV audience identified *with* him, rather than laughing *at* him as the producers intended.

With the Bunker household, the family was transformed from a haven of peaceful coexistence into a hotbed of clashing interest and ideologies. At first by implication, and later in the scripts themselves, family life was threatened. The trend toward ‘relevant’ scripts and not-so-happy families continued throughout the 1970s. Two of the only popular shows with happy, ‘intact’ families – *The Waltons* and *Little House on the Prairie* – were set in the past. The 1970s was also the decade when prime-time soap operas in which families divided against themselves made their first appearance.

The 1980s was a decade of reorganization for TV families. Alternative family forms were treated as almost normal – on *Kate and Allie* (single parents), *The Golden Girls* and *Designing Women* (all-female households), *Dads*, *My two Dads*, and *You again* (all-male households), *Different Strokes*, *Gimme a Break* (mix-race families), and *Who’s the Boss?* (role reversals). But by far the most popular program about families was (and still is) *The Cosby Show*. In many ways the Huxtables resemble the happy prime-time families of the 1950s and 60s. Despite high-powered careers (Claire is a lawyer and Cliff, a physician), the Huxtables always have plenty of ‘quality time’ to devote to their children. A typical episode revolves around a lesson in social adjustment for one or another child. Almost all the action takes place within the Huxtables brownstone; the outside world does not intrude on this charmed family circle.

*The Cosby Show* has been widely praised for its revival of the happy family, its reinforcement of traditional family values, and its realism. But it is not without critics. One criticism is the show’s emphasis on consumption. Everything in the Huxtables show is new and expensive; characters are defined by their trendy outfits; and whole episodes revolve around possessions (Cliff’s new juicer, Theo’s expensive sweatshirt, Rudy wearing a dozen wooden necklaces). Bill Cosby himself has admitted that people love him because of his ability to sell everything. How much work it takes to support this lifestyle of consumption is left to the imagination. A second criticism is the show’s lack of attention to race. Anyone can plainly see that the Huxtables are black, but for all intents or purposes the show is ‘color-blind’. At no point do the script suggest that it might be difficult for a black person to become a physician or a lawyer, or

that black professionals might have some responsibility to the black community, or that black children might have to learn to deal with prejudice outside their homes. With his impish grin and affluent lifestyle, Cosby implicitly reassures the audience that the American system is fair. While this message may be comforting to all Americans, white and black, it is hardly realistic. Further, it encourages viewers to forget the large numbers of black Americans who can barely make ends meet and continue to struggle against racism.

Undoubtedly the 2000s will bring new prime-time families reflecting changing social concerns.

### **Reading Comprehension**

1. Analyze the distinct features of 'the happy TV family' in 1950s-60s. Compare it to one in 1970s.
2. Comment on the changes in attitudes towards the family in society over the following decade.
3. Why was *The Crosby Show* criticized?
4. Summarize the text in your own words.

## **III**

### **IS THE FAMILY ENDANGERED OR MERELY CHANGING?**

Some 90 percent of American men and women still think that marriage is the best way to live. Given this sentiment, it is hardly surprising that a good many Americans have been concerned about the directions in which family life has been moving in recent decades. But they tend to be of two minds. There are those who say that the family is timeless, rooted in our social and animal nature. But since the institutional structure of society is always changing, the family must change to reflect this fact. Accordingly, although a durable feature of the human experience, the family is said to be a resilient institution. The other view holds that the family is in crisis, with decay and disintegration stalking it at every turn. This latter view is currently the most fashionable. The evidence in support of it seems dramatic and, on the surface, incontrovertible. Divorce rates have soared; birth rates have fallen; the proportion of unwed mothers has increased; single-parents-households have proliferated; mothers of young children have entered the labor force in large numbers; and the elderly are

placing growing reliance on the government rather than the family for financial support.

Laments about the current decline of the family imply that at an earlier time in history the family was more stable and harmonious than it currently is. Yet, despite massive research, historians have not located a golden age of the family. For instance, the marriages of seventeenth-century England and New England were based on family and prosperity needs, and not on affection. Loveless marriages, the tyranny of husbands, and the beating and abuse of children give us a grim picture. And families were riddled by desertion and death. Indeed, because of fewer deaths, disruptions of marriage up through the completion of childbearing have been declining in the United States since 1900.

The notion that the family should consist of a breadwinner husband, a homemaker wife, and their dependent children is of recent origin. The rural, preindustrial family was a relatively self-sufficient unit that produced most of what it consumed. Husbands, wives, children, and lodgers were all engaged in gainful work. With the onset of industrialization, more and more family members sought work for wages in factories and workshops. This trend led Karl Marx and Friedrich Engels to deplore capitalists' use of cheap female and child labor to run factory machines. They termed it 'shameless' and 'unconscionable' that able-bodied men, their strength and skills no longer needed, should find themselves dismissed or compelled to accept 'children's work at children's wages'. Throughout the Western world, the nascent labor movement pressed for the establishment of a 'living wage', an income sufficient for a male breadwinner to support a wife and children in modest comfort.

It was during the nineteenth century that Americans culturally sorted jobs into male and female categories. Women's jobs were deemed to be either of short duration until they married or a lifetime commitment of secular celibacy as nurses and schoolteachers. Women's special place became defined as the 'domestic sphere'. The restriction of large numbers of married women to domestic activities took place only after industrialization was well established.

Prior to the 1950s, family life tended to be relatively disorderly. Young adults were expected to postpone leaving home or put off marriage to help the family face an unexpected economic crisis or a death in the family. At the turn of the century, young adults married relatively late because they were often

obligated to help support parents and siblings. But with the economic prosperity that followed World War II, the average at marriage dropped sharply. Today's young adults seem to have reversed the trend and are marrying at later ages. The emphasis on emotional satisfactions and the associated transformation of the family into a private institution did not become widespread beyond the middle class until this century. In the early 1900s, such trends as the decline in the boarding and lodging of nonfamily members, the growing tendency for unmarried adults to leave home, and the fall in fertility created the conditions for increasingly private and affectionate bonds within the small nuclear family.

All in all, reports of the death of the American family are greatly exaggerated. Public opinion polls show that the vast majority of Americans – 97 percent – believe that when families are happy and healthy, the world is a better place. And nearly nine out of ten Americans regard their family as one of the most important facets of their lives. However, Americans now want a different kind of marriage. In 1974, half of women and 46 percent of men said that the most satisfying life-style was one where the husband worked and the wife stayed home and took care of the home and children. By 1985, only 37 percent of women and 43 percent of men thought this arrangement the best. Fifty-seven percent of women and 50 percent of men picked a marriage where the husband and wife share work, housekeeping, and childcare. Seven in ten Americans also agree 'strongly' that it is important for fathers to spend as much time with their children as mothers do, and an additional 20 percent agree 'to some extent.'

Concerns about the family have a long story. Educators of the European Medieval and Enlightenment periods worried about the strength and character of the family. In the American colonies the hand-wringing began scarcely two decades after the Puritans landed in Massachusetts, when community elders deplored the decline of the family. And in the nineteenth and early twentieth centuries worry about the family was cloaked in recurrent public hysteria regarding the 'peril' posed to the nation's Anglo-American institutions by the arrival of immigrant groups with 'alien cultures'. So the 'family question' is not new. Although we may think that the grindstones of social change are pulverizing family organization, the family remains a vital, adaptive, resilient human institution. Given the lessons of history, families will continue to adapt and change in unforeseen ways.

### **Reading Comprehension**

1. Using the information of Paragraphs 1 and 2, identify the place of marriage and family in American society.
2. How has the history of the family changed over the years?
3. Find the facts that indicate a strong position of the family in a modern society.
4. Summarize the text in your own words.

## **IV**

### **SHOULD BABY READ AND DO MATH?**

The image of a toddler reading aloud from *The Cat in the Hat* or correctly calling out “Three!” when peering at three red dots on a white flash card brings joy to the hearts of many young parents. Fathers and mothers who are intellectually oriented and upwardly mobile want their children to have the very best – and then some. How better – to assure their youngsters’ success than to get them started early? So the parents search out preschools that carry a Montessori or related label where preschoolers are taught in ‘classes’ how to read and do math. And the parents purchase countless ‘how-to’ books that instruct them in home activities that will give their toddlers a head start.

What light can sociology and the other social and behavioral sciences shed on these practices? The findings contain both good and bad news. The good news is that we possess strategies to improve the lot of many infants who are at elevated risk for delayed mental and intellectual development, particularly those from impoverished homes. The most successful intervention programs are those that encourage parents to increase their positive communications with their offspring, both at the verbal and object-centered levels. The programs foster good parenting skills that allow fathers and mothers to figure out why a youngster is crying or defiant, infer the needs and limitations underlying the behavior, and select the most appropriate responses.

The bad news is that some parents are pushing toddlers too hard to gain academically oriented skills, a phenomenon sometimes dubbed ‘hot-housing’ or ‘jump-starting’ children. Many of them are dual-earning parents who feel guilt over not caring full-time for their children. Hoping to compensate, they place their toddlers in pressured preschool programs. Some parents fear that if their

children are not reading and multiplying by age 4, they will not get into Harvard by age 18. In so doing they are trying to transfer their own superambitious goals to their children. So far, however, the only proven beneficiaries of academically oriented preschool programs have been culturally deprived youngsters. If children are pressured to learn through inappropriate methods, they often turn off to learning. A child must have the necessary developmental and neural abilities to learn to read and do math, all of which require an ability to discriminate patterns, control eye movements, appreciate the role of linguistic symbols, and sustain attention. These capabilities do not arise all at once.

Young children learn best from their own experience – from self-directed activity, exploring real objects, talking to people, and solving such real-life problems as balancing a stack of blocks. And they seem to benefit from having stories read to them on a regular basis. When caretakers intrude in children's self-directed learning and insist on their own learning priorities, such as reading or math, they interfere with children's own impulses and initiative. Successful parenting requires caretakers to attune themselves to the style of learning appropriate for the very young.

Probably the very best parents can do for their youngsters is to be warm, caring people who love them, enjoy them, and want them around. The quality of the parent-infant relationship plays a key part in children's early intellectual and language competence. Parental behaviors affect infants' competence in a number of ways. First, children's learning is directly enhanced when parents provide them with immediate positive feed-back when they say or do novel, creative, or adaptive things. Second, children's developmental competence is encouraged when parents provide a relatively nonrestrictive environment that allows them to engage in exploratory behavior. And third, children who are securely attached to their caretakers are more apt than other youngsters to undertake the competent exploration of their surroundings.

Effective parents are aware of their children's developmental needs and guide their own behavior to meet these needs. They accept their children while nonetheless encouraging them to capitalize on their strengths and compensate for their weaknesses. Additionally, parents who are responsive to their youngsters at early ages are also the ones most likely to continue to be so as their children get older, producing a cumulative trend.

When all is said and done, parenting is not a matter of employing a surefire set of recipes or formulas. Parents differ and children differ. Parents who use identical “good” childrearing practices have children who grow up quite differently, for better or worse. There is no mysterious, secret method parents must master. It is the child that matters, not the technique. No parent can expect to raise his or her youngsters by someone else’s rules and principles.

### **Reading Comprehension**

1. What problems of preschool education does the text present?
2. How good is the idea of applying parents’ own technique in infant’s learning?
3. Select the factors having positive impact on early intellectual development of children and creating friendly environment for their study.
4. Summarize the text in your own words.

### **PROJECT WORK**

**1. Research topic1** Contact a student or students from another high school in your area. (These might be students you have met through church, sports, or other activities.) Compare how your schools function. Look at such issues as discipline and detention, attendance policy, making up work, extra credit, and support for extracurricular activities. Identify two areas in which your schools differ. Discuss these differences. Explain why the policy differences exist. (Are the differences a result of the bureaucracy, or do they have physical or geographical causes? Does anyone really know why things are done in a particular way?) Offer explanations for the differences, and arrange to present your findings to the class.

**2. Research topic2** Design a school that will function in the year 2020, taking into account predicted advances in technology and presumed changes in social relationships and social roles.

**3. Research topic3** Do a study of your school culture, including norms, roles, statuses, groups and subcultures. Include information about where people gather, common symbols and traditions, educational rites of passage, etc.



## MODULE 4

### SOCIAL INTERACTION

#### UNIT 1

##### VOCABULARY 1

1. Complete the sentences below with the following international words and related words. Mind the part of speech they belong to:

a) formal *adj*, informal *adj*, formally *adv*, formalize *v*.

The deal will be \_\_\_\_\_ announced on Tuesday. They started as \_\_\_\_\_ gatherings but they have become increasingly formalized in the last few years. I am the \_\_\_\_\_ leader of the project but the everyday management is in the hands of my assistant. Assessment is spread throughout the course, and there are no \_\_\_\_\_ examinations. Austrians are quite \_\_\_\_\_ in their business dealings. Following the changes that were taking place in the UK, we decided to \_\_\_\_\_ the relationship. The head teacher greeted us very \_\_\_\_\_.

b) interview *n*, interview *v*, interviewee, *n*, interviewer *n*.

They \_\_\_\_\_ seven people for the job. This \_\_\_\_\_ was neither long nor interesting. Fourteen interviews were held in private clinic offices, one was held in the \_\_\_\_\_'s home, and two interviews were done by telephone. The \_\_\_\_\_ will not know the questions in advance. Job-seekers are looking to sharpen their \_\_\_\_\_ skills. They should focus on varied subjects like what to say at an \_\_\_\_\_, dressing for an \_\_\_\_\_ and how to write a resume. It's necessary to dress extremely well for \_\_\_\_\_, often with a good suit. When in doubt, an \_\_\_\_\_ should ask the employer what to wear. At an \_\_\_\_\_, an \_\_\_\_\_ should be positive, and present their abilities in the best light, but not lie. You have to be honest with the \_\_\_\_\_ - they are not easy to fool.

c) vacancy *n*, vacant *adj*.

There are still some \_\_\_\_\_ for students in science and engineering courses, but the \_\_\_\_\_ in humanities have been filled. The hospital has no \_\_\_\_\_ beds. In addition, your careers service may publish its own job \_\_\_\_\_ bulletin on paper or online. The post had been \_\_\_\_\_ for many months, despite Bexley Council's efforts to recruit a suitable person. We wanted to book a hotel room in July but there were no \_\_\_\_\_.

d) routinely *adv*, routine *n*, routine *adj*.

Today jet aircraft \_\_\_\_ fly at super sonic speed carrying hundreds of thousands of passengers from coast-to-coast and across the oceans. They are \_\_\_\_ audited three or more times per year. My daily \_\_\_\_ probably does not fit the stereotypical image of a third year law student. Based on psychological theories of habit formation, the easy-to-follow tips can be incorporated into people's everyday \_\_\_\_ without major lifestyle change. The last U.S. case of smallpox occurred in Texas in 1949, and \_\_\_\_ vaccinations ended in America 30 years ago.

e) illustrate *v*, illustration *n*, illustrative *adj*, illustrator *n*.

Six criteria, with \_\_\_\_ examples, are listed here. Each double-page contains a short story on one page accompanied by a beautiful \_\_\_\_ on the other. I am a freelance \_\_\_\_ with more than 20 years working experience. Analysts said the new leader must now quickly implement policy changes which will \_\_\_\_ that he is serious about changes. This model was suggested as a purely \_\_\_\_ model.

f) episode *n*, episodic *adj*, episodically *adv*.

South Africa may remain one of history's most tragic \_\_\_\_\_. Memories about events or \_\_\_\_ in our life are called \_\_\_\_ memories. There are many opportunities to support small communities for a few months or to help them \_\_\_\_\_. School leaders are expected to stimulate organizational growth and development: not just \_\_\_\_\_, but as an ongoing process of self-renewal.

g) individual *n*, individual *adj*, individually *adv*, individualistic *adj*, individualism *n*.

Corporation is an ingenious device for obtaining \_\_\_\_ profit without \_\_\_\_ responsibility (Bierce, Ambrose Gwinett). Many Americans believe strongly in \_\_\_\_\_. Americans are highly \_\_\_\_ and self-concerned. There are probably close to 100 million Christians in China, most of them following a very \_\_\_\_ American-style faith. \_\_\_\_\_ is a truly American trait, but not stupid, head in the sand \_\_\_\_\_. All hotels are owned \_\_\_\_\_ and operated independently or by Wyndham Hotel Management. Personal data is information that can be used, either directly or indirectly, to identify a living \_\_\_\_\_. They are seeking a talented \_\_\_\_\_ to join their team on a part time basis.

2. Find the sentences containing these words in the text.

## **READING**

### **1. Before you read the text think and answer.**

1. What is the aim of people's interacting with each other?
2. Why do you behave differently in the classroom and in the night club?

## **WHAT IS SOCIAL INTERACTION?**

Social interaction is the process through which individuals act in relation to one another and in response to each other's behavior. Most of our lives are made up of social interaction of one type or another. Social interaction refers to both formal and informal situations in which people meet one another.

People interact with others in order to accomplish some goal; their behavior in such interactions is always directed toward other people. For example, the job seeker and the job interviewer engage in social interaction in order to fulfill two goals: the job seeker wants employment and the job interviewer wants to fill a vacancy. Their behavior is governed by a widely shared set of social expectations about what is 'supposed' to go on in a job interview.

Because society is an organized system, it is not surprising that social interaction is patterned. In the absence of social patterns, people would find social life confusing. To illustrate, consider the familiar setting of a college classroom. Entering the classroom, students could do almost anything – begin to sing or throw a football around the room – but, guided by the social norms that apply to that setting, they routinely take their seats, perhaps talking quietly among themselves, and await the arrival of the professor. Social behaviour in one classroom is remarkably like that in any other. In spite of personal differences, individuals who enter the classroom behave like 'professors' or 'students'. In the same way, although every family is composed of different individuals, the behaviour of 'mothers', 'fathers', 'brothers', and 'sisters' is also largely patterned according to cultural norms.

Social interaction is affected by the processes of defining the situation. The meaning of a particular event or episode is provided by those people who participate in it. People at a funeral act in a somber and respectful manner because they have defined this behavior as appropriate for that occasion; their behavior would be different if they defined the situation as a wedding. Social

interaction always occurs in some setting, but the meaning of that setting needs to be defined by participants. A bar may be a place to satisfy thirst, to drown one's sorrows, or to 'pick up' a new friend. People who interact in bars define the situation in one of these ways and act according to the shared definition of the situation.

**2. Answer the following questions based on the text.**

1. What do we imply by social interaction?
2. Why do people interact?
3. What would the absence of social patterns result in?
4. Is the structure of classroom and family behaviour regulated by the same social rules and norms?

**3. Define if the statements are True or False.**

1. Different types of social interaction occur in people's lives.
2. A person looking for a job tends to reach his/her target.
3. Social norms at school refer to informal situations.
4. A particular setting defines the participants of social interaction.
5. When people meet they act like 'professors' and 'students'.
6. In classrooms social behavior is mostly the same.
7. Interaction takes place when at least two people participate in it.
8. Social structure of some setting depends on different individuals.
9. Any society is arranged chaotically; that's why members of a society don't plan their actions.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Give an illustration of both formal and informal situation of social interaction.
2. What examples does the text provide to show that the particular situation affects social interaction?
3. Why do you think the aims of the participants of interaction should be the same?

## **2. Over to you.**

1. When you return, after many years, to a school you once attended you see that the school is now filled with unfamiliar faces. But the social structure of classroom behaviour remains the same. What is the reason for that?

2. You have found out that patterned behaviour should be appropriate for a certain occasion. Use the facts from your life experience to prove it.

## **VOCABULARY 2**

**1. Find all the phrases with the word *social* in the text. Match them to the definitions below (a-g):**

a) characteristics of societal relationships, manner in which a society is organized and functions;

b) a dynamic, changing sequence of social actions between individuals (or groups) who modify their actions and reactions according to the actions by their interaction partner(s);

c) particular models of behaviour accepted in a society;

d) generally accepted standards of behaviour in a human society;

e) something a person is supposed to do in a particular situation;

f) the activities in your life relating to your friends, your family, sex etc.;

g) manner of conducting oneself provoking a response, or change in behavior, without acting directly on the receiver.

## **2. Complete the sentences with the phrases you have found.**

1. As a proportion to Italian population, Turkish migrant arrivals are higher than in any other country and they are straining the country's ..... .

2. Large gangs of violent teenagers are making life hell for Weymouth families through anti-..... and vandalism.

3. The university's Social Robots Project investigates human-robot ..... and long-term "relationships" between human and machine.

4. Extra measures to keep anti-..... under control at Salford Quays have been introduced.

5. I have an active ..... : I go on many dates, try to find success in classes and sports.

6. The ..... indicate the established and approved ways of doing things, of dress, of speech and of appearance.

7. Why do people feel so guilty and "wrong" just for being different and not meeting ..... ?

8. Alex said he was denied .....

through studying at home. "If I am at school I have got people around me, if I am not allowed to attend I don't ... ."

**3. For each sentence, find one word from the box to replace the underlined word. There are some words that you don't have to use. Sometimes you should change the form of the word.**

pattern	goal	refer	engage in	govern	response	accomplish
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1. Management have granted a 10% pay rise in reply to union pressure. 2. Our intention is for the country to be fully independent within two years. 3. The practice of family life has been changing over recent years. 4. He has joined a dispute with his former business partner. 5. The students finished the task in less than ten minutes. 6. The new salary scale only relates to company managers and directors.

**4. Complete the sentences. Use the following words from the text in the Passive Voice with the preposition by:**

provide	guide	govern	affect.
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1. The smallest administrative units in Belgium, France, Italy, and Switzerland \_\_\_\_\_ a mayor and council. 2. Atomic bomb is a type of bomb in which the energy \_\_\_\_\_ nuclear fission. 3. A tactical missile travelling at a very low altitude at high subsonic speed \_\_\_\_\_ computer and radar. 4. The economy of Cuba \_\_\_\_\_ badly \_\_\_\_\_ the continuing US trade embargo.

## LANGUAGE REVIEW 1

### Modal verbs of ability: can, could, be able to

#### 1. Complete the sentences with the words/phrases below.

*could   were able to   couldn't   can't   weren't able to*

1) To describe general ability in the present, we say:

(+) I *can* swim.

(-) She ... play the violin.

2) To describe general ability in the past, we say:

(+) (When I was/we were young ) we ... climb trees.

I *was able to* dance for hours.

(-) (When I was/we were young ...) I *couldn't* drive.

We ... speak French.

3) To describe something we managed to do in the past, we say:

(+)They ... finish their work.

I *managed* to book the holiday.

(–) She *wasn't able to* go to the meeting.

They ... find the hotel.

**2. Make sentences from the given words. Use *can* or *can't*.**

A bird/fly; A deaf person/hear; An adult/drive a car; A blind person/see; A fish/breathe air; A child/drive a car; A newborn baby/walk.

**3. Make sentences about yourself using *can* or *can't*.**

Ride a bicycle; play the piano; lift a piano; whistle; eat with chopsticks; sew a button on a shirt; touch my ear with my elbow; ski; swim.

**4. Ask a question. Use *Where can I ...?***

Buy a camera; get a good dinner; go swimming; play tennis; catch a bus; buy a diamond ring; cash a check; get a sandwich.

**5. What are some negative results in the given situations? Use *can't* or *couldn't*.**

- There was no chalk in the classroom yesterday. – *The teacher couldn't write on the board.*

1. (...) has a broken leg. 2. (...) had the flu last week. 3. (...) has only (a small amount of money) in his pocket/in her purse today. 4. (...) doesn't know how to use a computer. 5. Your parents had rules for you when you were a child. 6. All of you are adults. You are not children. 7. Millions of people in the world live in poverty.

**6. Correct the errors in the following sentences.**

1. Could you to drive a car when you were thirteen years old? 2. If your brother goes to the graduation party, he can meets my sister. 3. Mr. Lowas was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well. 4. I couldn't opened the door because I didn't have a key. 5. When Ernesto arrived at the airport last Tuesday, he can't find the right gate. 6. Please turn up the radio. I can't to hear it.

**7. Make sentences with the same meaning by using *be able to*.**

1. Mark is bilingual. He can speak two languages. 2. Sue can get her own apartment next year. 3. Animals can't speak. 4. Can you touch your toes without bending your knees? 5. Jack couldn't describe the thief. 6. I couldn't

sleep last night because my apartment was too hot. 7. My roommate can speak four languages. He's multilingual. 8. I'm sorry that I couldn't call you last night. 9. I'm sorry, but I can't come to your party next week.

## LANGUAGE REVIEW 2

### Modal verbs expressing permission and possibility

**1. Look at the rules (1-5) below. Illustrate every rule with the proper example (a-j).**

1. *May* and *might* express possibility in the present or future, no difference being between them.

2. Sometimes *could* is used to express a present and a future possibility.

3. *May* is used to give permission.

4. Often *can* is also used to give permission, too.

5. *Can not* and *may not* are used to deny permission.

6. Sometimes *to be allowed to* is used instead of *may* to give permission.

a. It may rain tomorrow.

b. He is allowed to ride a bicycle.

c. Look at those dark clouds. It could start raining any minute.

d. OK, kids, you can have a cookie after dinner.

e. Why isn't Greg in class? I don't know. He may/might be sick.

f. He will be allowed to ride a bicycle.

g. Yes, children, you may have a cookie after dinner.

h. It might rain tomorrow

i. He was allowed to ride a bicycle.

j. Why isn't Greg in class? I don't know. He could be sick.

k. You may not have a cookie. You can't have a cookie.

**2. Answer the questions. Include at least three possibilities in the answer to each question, using *may*, *might*, and *maybe* as in the example.**

- "What are you going to do tomorrow?" – "*I don't know. I may go downtown. Or I might go to the laundromat. Maybe I'll study all day. Who knows?*"



1. What are you going to do tomorrow night? 2. What's the weather going to be like tomorrow? 3. What is (...) going to do tonight? 4. I'm taking something out of my briefcase/purse/wallet. It's small, and I'm holding it in my fist. What is it? 5. What does (...) have in her purse? 6. (...) isn't in class today. Where is he/she? 7. You have another class after this one. What are you going to do in that class?

**3. Complete the sentences with *can*, *may*, or *might*. Use the negative as appropriate.**

- *Tommy, you may/can stay up until eight tonight, but you may not/cannot stay up past that time.*

1. A: What are you going to order? B: I don't know. I ... have the tofu pasta. 2. A: Would you like some more food? B: No thanks. I ... eat another bite. I'm full. 3. A: Is it okay if I have a piece of candy, Mom? B: No, but you ... have an orange. 4. May I have everyone's attention? The test is about to begin. If you need to leave the room during the examination, please raise your hand. You ... leave the room without permission. Are there any questions? No? Then you ... open your test booklets and begin. 5. A: What channel is the news special on tonight? B: I'm not sure. It ... be on Channel Seven. Try that one first. 6. A: What are you going to do this evening? B: I don't know. I ... stay home, or I ... go over to Anita's house.

**4. Do as in the example:**

- is made of metal and you keep it in a pocket.

You: *I'm thinking of something that is made of metal. I keep it in my pocket. What could it be?*

Your partner: *It could be a pen. It could be some keys. It might be a paper clip. It may be a small pocket knife. It could be a coin.*

1) has wheels and a motor; 2) is flat and rectangular; 3) is white, hard, and in this room; 4) is played with a ball on a large field; 5) has four legs and is found on a farm; 6) is green and we can see it out that window; 7) is sweet and you can eat it.

### 5. React to the situation as in the example:

- (...) has to go to work early tomorrow. His car is completely out of gas. His bicycle is broken.

You: *He could take the bus to work. He could take a gas can to a gas station, fill it up, and carry it home to his car. He could try to fix his bicycle. He could get up very early and walk to work.*

1. (...) walked to school today. Now she wants to go home. It's raining hard. She doesn't have an umbrella. She doesn't want her hair to get wet.  
2. (...) and (...) want to get some exercise. They have a date to play tennis this morning, but the tennis court is covered with snow.  
3. (...) just bought a new camera. He has it at home now. He has the instruction manual. It is written in Japanese. He can't read Japanese. He doesn't know how to operate the camera.  
4. (...) likes to travel around the world. He is twenty-two years old. Today he is alone in (name of a city). He needs to eat, and he needs to find a place to stay overnight. But while he was asleep on the train last night, someone stole his wallet. He has no money.

### LANGUAGE REVIEW 3

#### Modal verbs: polite questions

#### 1. Match the rules (1-2) below with the proper examples (a-g).

1. People use *Would you ...?*, *Could you ...?*, *Will you ...?* to ask polite questions. *Can you* is used to ask polite questions in less formal situation.

2. People use *May I ...?*, *Could I ...?* to ask for someone's permission or agreement. *Can I ...?* is used to ask for someone's permission or agreement in a less formal situation.

- a. Will you please open the door?
- b. May I please borrow your pen?
- c. Hello, can I speak to Tom, please?
- d. Could you tell me how to get to the bus station?
- e. Ann, would you do me a favour?
- f. Can you wait a moment, please?
- g. Could I use your telephone?

**2. Ask and answer polite questions. Use *May I ...?*, *Could I ...?*, or *Can I ...?***

- You want to see (...)’s grammar book for a minute.

You: *May/Could/Can I (please) see your grammar book for a minute?*

Your partner: *Of course/Sure Certainly/I’m sorry but I need to use it myself.*

1. You are at (...)’s house. You want to use the phone.

2. You are at a restaurant. (...) is your waiter/waitress. You have finished your meal. You want the check.

3. You run into (...) on the street. (...) is carrying some heavy packages. What are you going to say to him/her?

4. You are speaking to (...), who is one of your teachers. You want to leave class early today.

5. You want to use (...)’s calculator during the mathematics test. (...) needs to use it himself/herself.

6. You are in a store with your good friend (...). Your bill is (a certain amount money). You have only (a lesser amount of money). What are you going to say to your friend?

**3. Complete the dialogues.** Use a polite question with *Would/Could you ...?*, *Will/Can you ...?* in each. Use the expressions in the list or your own words. Use the following to reply: *Of course, I’d happy to. /Sure/ Certainly. I’d be glad to. /I’d like to help, but my hands are full.*

- It’s getting hot here. – *Would/Could/Will/Can you please open the window?*

• answer the phone for me	• tell me where the nearest post office is	• turn the volume up
• pick some up	• turn it down	• say that again

1. The phone is ringing, but my hands are full.

2. I’m trying to study, but the radio is too loud.

3. I’m trying to listen to the news on television, but I can’t hear it.

4. Honey, I’m out of razor blades. When you go to the store, ...

5. “Hi. Walabaxitinpundoozit?” – “Excuse me?” ...

6. Pardon me. I’m a stranger here.

**4. Work in pairs. Create a short dialogue for one or more of the following situations. The beginning of each dialogue is given. Role-play a dialogue for the rest of the class.**

Situation 1: You're in a restaurant. You want the waiter to refill your coffee cup. You catch the waiter's eye and raise your hand slightly. He approaches your table.

Dialogue: Yes? What can I do for you?

*A: Yes? What can I do for you?*

*B: Could I please have some more coffee?*

*A: Of course. Right away. Could I get you anything else?*

*B: No thanks. Oh, on second thought, yes. Would you bring some cream too?*

*A: Certainly.*

*B: Thanks.*

Situation 2: You've been waiting in line at a busy bakery. Finally, the person in front of you is being waited on, and the clerk turns toward you.

Dialogue: *Next!*

Situation 3: You are at work. You feel sick. Your head is pounding, and you have a slight fever. You really want to go home. You see your boss, Mr. Jenkins, passing by your desk.

Dialogue: *Mr. Jenkins?*

Situation 4: Your cousin, Willy, is in the next room listening to music. You are talking on the telephone. The music is getting louder and louder. Finally, you can no longer hear your conversation over the phone. You put the phone down and turn toward the door to the next room.

Dialogue: *Willy!*

Situation 5: The person next to you on the plane has finished reading his newspaper. You would like to read it.

Dialogue: *Excuse me.*

Situation 6: You see a car on the side of the road with the hood raised and an older man standing next to it. He looks tired and concerned. You pull over and get out of your car to walk over to him.

Dialogue: *Do you need some help, sir?*

## UNIT 2

### VOCABULARY 1

**1. Look through the following international words. Guess their meaning. Match them to the groups of similar words (a-e):**

standard <i>adj</i>	conform <i>v</i>	deviant <i>adj</i>	autonomy <i>n</i>	unique <i>adj</i>
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- a) freedom, independence, sovereignty;
- b) distinctive , special , exclusive, peculiar;
- c) atypical, anomalous , abnormal;
- d) norm, benchmark, ideal, criterion , canon;
- e) adjust, accommodate, adapt, harmonize.

**2. Read the illustrative sentences. Be sure you understand them.**

1. Her designs are quite unique in today's fashions. 2. Liberalism is a political philosophy that seeks to extend personal autonomy to as many people as possible. 3. The environment young people are brought up in promotes individual autonomy and confidence in their decisions and rights. 4. The company, like its rivals, is developing its systems to conform to broader standards. 5. While women in the Western world starve themselves, women in parts of Africa are sent to "fattening farms" to plump up and conform to the male beauty ideal. 6. What some individuals considered deviant, others did not. Most inhabitants of present day New York would be regarded as highly deviant by the Pilgrim Fathers, and vice versa.

**3. Complete the sentences. Use the words from Exercise 1.**

1. Don't miss this \_\_\_\_\_ marketing opportunity. 2. In 1965, the Tibet Autonomous Region was formally set up, paving the way for a regional ethnic \_\_\_\_\_ in the Himalayan region. 3. People tend to absorb ideas that \_\_\_\_\_ with their existing beliefs, and reject those that do not. 4. They live by the \_\_\_\_\_ of their community. 5. No doubts, the majority of African countries today are ruled by the governments that emerged through fatally \_\_\_\_\_ electoral processes.

**4. Find some more international words in the text.**

## **READING**

### **1. Before you read the text think and answer.**

1. Is it a good or bad thing that human behaviour is socially patterned?
  2. Do you think that our individuality is limited by the society?
  3. What are the traditional expectations as to the males' and the females' behaviour according to values and norms of our culture?
2. Read the text and compare your ideas with the the author's opinion.

## **SOCIAL STRUCTURE AND INDIVIDUALITY**

The fact that human behaviour is socially patterned often provokes some initial resistance. Few human beings readily admit to being part of any kind of system, especially those who live in a culture that prizes individual autonomy. Americans, for instance, tend to emphasize individual responsibility for behaviour and highlight the unique elements of their personalities. Behaving in patterned ways, however, does not threaten our individuality. On the contrary, individuality is encouraged by social structure. Our humanity involves much more than physical existence. The great potential of human beings develops only thorough interaction with others. Within social life, distinct personalities emerge when people manage to blend their unique qualities with the values and norms of the large culture.

The social world can be disorienting, even frightening, to people who do not know the behaviour guidelines. Without this knowledge, people feel too uncomfortable to express their unique personalities with confidence. To illustrate, you may recall going alone to a party given by people you did not know well. When you enter such a setting you don't know what to expect. At such times you generally feel self-conscious, try to make a favorable impression, and look to others for clues about what sort of behaviour is expected of you. Once you understand the behavioral standards that apply to the setting, you are likely to feel comfortable enough to 'act like yourself'.

Of course, social structure also places some constraints on human behaviour. Traditional values and norms in the United States and Canada, for example, still reflect the expectation that males will be 'masculine' (physically strong, self-assertive, and rational) and the females will be 'feminine' (physically weak, self-effacing, and emotional). The structure of

society exerts pressure on individuals to fit into one or the other of these categories, ignoring the fact that most people have both “masculine” and “feminine” qualities. In this and many other ways, social structure can limit any individual’s freedom to think and act in ways that a person may prefer. If you fail to conform to established social patterns others may define you as deviant.

**3. Answer the questions based on the text.**

1. Does behaving in patterned ways threaten our individuality in any way?

2. How does interaction influence a person?

3. What pressure does the structure of society exert on individuals?

4. In what case do people feel uncomfortable?

5. What can social structure limit?

6. Through what does the potential of human beings develop?

7. What do you feel in an unfamiliar situation?

8. What does social structure place on human behaviour?

**4. Define if the statements are True or False.**

1. Social structure makes all members of the society act in the same way.

2. If you are an American, you would try to show your individuality.

3. Interaction helps a person to develop as a personality.

4. In fact, males and females possess combined qualities.

5. One needn’t know the cultural values and norms to feel comfortable in the social world.

6. In a society, a human being experiences a certain pressure.

7. Physical existence is the key index of mankind living on the Earth.

8. In some countries it’s common to believe that a female is not physically strong.

9. A particular setting doesn’t imply the standards of human behavior.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. What are the traditional expectations as to the males’ and the females’ behaviour according to values and norms of our culture.

2. Think of the author's idea about great potential a human being develops in the process of interaction. Agree or disagree. Add your own thoughts as for it.

3. Using the information from the text, assure your partner that it's necessary to study the behaviour guidelines.

**2. Over to you.**

1. The author considers that individuals can't act and express their thoughts freely. Give your pros and cons.

2. What do you see as a major problem arising from people division into masculine and feminine categories?

**VOCABULARY 2**

**1. For each word in italics find the similar word from the first paragraph of the text.**

1. Test results *gave rise to* worries that the reactor could overheat.  
2. Freedom is *to be valued* above riches. 3. He *stressed* that all the people taking part in the research were volunteers. 4. Changing patterns of agriculture are *putting* the countryside *at risk*. 5. He has no difficulty *combining* his two writing careers: novels and films.

**2. Look through the text and say what adjectives describe people as being 'masculine' or 'feminine'?**

**3. Answer the following questions.**

1. What unique things were mentioned in the text? 2. Is there anything that can threaten your individuality? 3. Are you a tolerant person? Is there anything that can provoke your resistance? 4. In what way can you express your personality? 5. Highlight the unique elements of your personality?

**LANGUAGE REVIEW**

**Modals of obligation and necessity**

**1. Match the rules (1-2) below with the proper examples (a-g).**

1. *Must* expresses the idea that something is necessary. It is typically found in written instructions.

2. With *must* the speaker sometimes expresses personal feelings, saying what he or she thinks is necessary.



3. *Have (got) to* expresses the idea that something is necessary due to certain circumstances and is used much more in everyday speech and writing. We use *have to* in questions with auxiliary *do*.

4. *Don't/doesn't have to* and *needn't* express the idea that something is not necessary.

5. The past form of *have to* and *must* in the affirmative is *had to*.

6. *Should* and *ought to* have the same meaning. They mean "This is a good idea. This is a good advice"

7. We use *be to* in a formal style to talk about plans and arrangements.

8. *Must not* expresses prohibition.

a. We must not use that door. The sign says PRIVATE: DO NOT ENTER.

b. Tomorrow is a holiday. Mary doesn't have to go to class.

c. Karen's eyes are not very good. She has to wear glasses.

d. What do I have to do to get a driver's license.

e. You mustn't tell anyone what I said.

f. I promised I'd be on time. I mustn't be late.

g. Hello, Tom. Did you enjoy the movie? Yes, it was great. You should go and see it.

h. I'm tired today. You ought to go home and take a nap.

i. The government really must do something about unemployment.

j. Children, you must not play with matches.

k. You needn't be afraid. I'll take care about you.

l. The President is to visit Nigeria next month.

**2. Work in pairs. State the problem. Give advice using *should* or *ought to*.**

- I'm sleepy. – *You should/ought to drink a cup of tea.*

1. I'm hungry. 2. I'm cold. 3. I have a toothache. 4. I have the hiccups. What should I do? 5. I'm hot. 6. I have a headache. 7. Someone stole my bicycle. What should I do?

**3. Work in groups. Discuss problems and give advice. Use *should/ought to*.**

- "I can't study at night because the dorm is too noisy. What should I do?"  
– "You ought to study at the library. You shouldn't stay in your dorm room in the evening." Etc.

**4. Discuss the questions and the meanings of the modal auxiliaries.**

1. What are some things you have to do today? tomorrow? every day?
2. What is something you had to do yesterday?
3. What is something you've got to do soon?
4. What is something you've got to do after class today or later tonight?
5. What is something a driver must do, according to the law?
6. What is something a driver should always do to be a safe driver?
7. What are some things a person should do to stay healthy?
8. What are some things a person must do to stay alive?

**5. Complete the sentences with *don't/doesn't have to* or *must not*.**

1. You ..... drive when you are tired. It's dangerous.
2. I live only a few blocks from my office. I ..... drive to work.
3. Liz finally got a car, so now she usually drives to work. She ..... take the bus.
4. Tommy, you ..... say that word. It's not a nice word.
5. Mr. Moneybags is very rich. He ..... work for a living.
6. A: You ..... tell Jim about the surprise birthday party. Do you promise? B: I promise.
7. A: Listen carefully, Annie. If a stranger offers you a ride, you ..... get in the car. Never get in a car with a stranger. Do you understand? B: Yes, Mom.
8. A: Do you have a stamp? B: Uh-huh. Here.
9. A: Thanks. Now I ..... go to the post office to buy stamps.
10. A: Children, your mother and I are going out this evening. I want you to be good. You must do everything the baby-sitter tells you to do. You ..... go outside after dark. It's Saturday night, so you ..... go to bed at eight. You can stay up until eight-thirty. And remember: you ..... pull the cat's tail. Okay? B: Okay, Dad.

**6. Read about each situation and discuss it. In your discussion, include as many of the following expressions as possible:**

should	shouldn't	ought to	could	have to
not have to	have got to	not have to	must	must not.

- Carol is just recovering from the flu. She's at work today. She works for a big company. It's her first day back to work since she got ill. She tires easily and feels a little dizzy.

*A: Carol ought to talk to her supervisor about leaving work early today.*

*B: I think Carol should go directly home from work, no matter what her boss says. She's got to take care of her health.*

*C: I agree. She doesn't have to stay at work if she doesn't feel well, and she shouldn't.*

*D: She could explain to her boss that she doesn't feel well yet and see what her boss says.*

*E: I think she should stay at work until quitting time. If she was well enough to come to work, she's well enough to work a full day. Etc.*

1. Steve is a biology major. Chemistry is a required course for biology majors. Steve doesn't want to take chemistry. He would rather take a course in art history or creative writing. His parents want him to become a doctor. He's not interested in medicine or science. He hasn't told his parents because he doesn't want to disappoint them.

2. Matt and Amy are eighteen years old. They are full-time students. Their parents are supporting their education. Matt and Amy met five weeks ago. They fell in love. Matt wants to get married next month. Amy wants to wait four years until they finish their education. Matt says he can't wait that long. Amy loves him desperately. She thinks maybe she should change her mind and marry Matt next month because love conquers all.

3. Georgia has just left the supermarket. She paid for her groceries in cash. When she got her change, the clerk made a mistake and gave her too much money. Georgia put the extra money in her purse. With her ten-year-old son beside her, she walked out of the store. Georgia needs the money and tells herself that the store won't miss it. Nobody needs to know.

## UNIT 3

### VOCABULARY 1

#### **1. Find the words with the same root in the following group of words.**

Destructure, typicalness, prefixable, masterless, structuralization, quasitypically, unprefixes, interstructure, nontypical, multiauthored, undermaster, nonstructural, unprefixal, authorial, well-mastered.

#### **2. Complete the following sentences with the words related to the following international words from the text:**

structure, typically, prefix, activist, author.

1. The political reforms have led to major \_\_\_\_\_ changes in the economy.
2. \_\_\_\_\_ symptoms of this disease include loss of appetite, weight loss and a general feeling of poor health.
3. \_\_\_\_\_ is one of the ways of word-building.
4. She's an \_\_\_\_\_ member of her trade union.
5. This was very valuable edition as it was provided with \_\_\_\_\_ comments.

## READING

### 1. Before you read the text think and answer.

1. Do you occupy several statuses? What are they?
2. Which of the following two definitions do you believe better explains the word 'status' as a sociological term?
  - a) prestige, influence, wealth and fame;
  - b) any of the full range of socially defined positions within a large group or society, i.e. a position in a social structure that determines where a person fits within the social order.

### 2. Read the text and find the definitions of four basic sociological terms.

## WHAT ARE THE VARIOUS TYPES OF STATUSES?

A status is a position in the structure of society. Butcher, baker, and candlestick maker are all social statuses, and so are friends, Romans, and countrymen. Each of these positions determines where a person fits in the structure of a society. Obviously; people occupy many statuses: one can be both Roman and baker, or both friend and butcher.

Ascribed statuses are assigned to people without any effort on their part, and they typically consist of the characteristics with which we are born: age, sex, and race. An ascribed status does not necessarily have the same social meaning in every society. For example, respect for the elderly is an important cultural norm in China. In many cases, the prefix *old* is used respectfully: calling someone *old teacher* or *old person* is like calling a judge in the United States *Your honor*. Positive age-seniority distinctions in language are absent in the western countries: we view the term old man as more of an insult than a celebration of seniority and wisdom.

Unlike ascribed statuses, an achieved status comes to us largely through our own efforts. Both 'bank president' and 'prison guard' are achieved statuses, as

are ‘lawyer’, ‘pianist’, ‘advertising executive’ and ‘social worker’. You must do something to acquire an achieved status – go to school, learn a skill, establish a friendship, or invent a new product. Our achieved status is heavily influenced by our ascribed status. Being male, for example, will decrease the likelihood that a person would consider being a child care worker.

Certain statuses are more important than others. A master status is a status that dominates others and thereby determines a person’s general position within society. Being the Prince of Wales is more important than any of Prince Charles’s other statuses in determining his other social positions. Arthur Ashe, who died of AIDS in 1993, had a remarkable career as a tennis star; but at the end of his life, his status as a well-known personality with AIDS may have outweighed his statuses as a retired athlete, an author, and a political activist.

**3. Answer the questions based on the text.**

1. How many statuses do people occupy?
2. How does a person receive his/her social position?
3. Is the meaning of an ascribed status the same everywhere?
4. What example of a master status does the text provide?

**4. Define if the statements are True or False.**

1. Unlike age, race and other factors, status is not essential in people’s lives.
2. One should make an effort to get an achieved status.
3. In China, as well as in the rest of the countries, the word *old* means ‘respect’.
4. As far as we know, a person has got only one status.
5. If you are a lawyer, you can’t be a tennis star.
6. The Prince of Wales is the general social position in the UK.
7. The thing is that the society structure implies some statuses dominating others.
8. Race and age can be referred to an ascribed status.
9. Western world calls a judge *Your honor* which means ‘an old man’.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Characterize any of your friends taking into account their ascribed statuses.
2. Describe your parents’ achieved statuses.

3. Name some famous person's achieved status.

## 2. Over to you.

In face-to-face interaction, we tell other people what statuses we occupy by means of certain visual cues. Some cues are almost impossible to hide; in American society it is difficult to hide your race, sex, and (possibly) age. Such ascribed characteristics are often the ones most visible to others. We also communicate achieved statuses by using a variety of visual cues, some intentional and others unintentional. To gain a sense of the range of visual cues of social statuses, collect magazines and newspapers on different subjects, choosing those that contain many advertisements with pictures of people.

1. Select a variety of photographs from different magazines. For each one, make a list of the social statuses occupied by the person in the picture.

2. Try to summarize your findings by dividing the visible statuses into ascribed and achieved. Are any of the statuses likely to serve as the subject's master status?

3. What kinds of social statuses are typically impossible to tell only from a photograph?

## VOCABULARY 2

### 1. Study the following sentences.

1. Doctors have traditionally enjoyed high social **status**.

2. Lou lifted the box easily, without any **effort**.

3. There is often no clear **distinction** between two dialects of the same language.

4. Some advertising is an **insult** to our intelligence.

5. The benefits of a limited company **overweigh** the disadvantages.

6. Both my parents are 70 years old. They don't work. They are **retired** now.

7. She's been able to **fit in** well at her new school.

**Now match the words in bold in sentences (1-7) to the definitions (a-g):**

a) to be more important or valuable than something else;

b) your social or professional rank or position;

- c) having stopped working usually because of age, withdrawn from active duty especially with a pension, no longer active in your work or profession;
- d) a clear difference between two things;
- e) the physical or mental energy that is needed to do something;
- f) a remark or action that is offensive or rude;
- g) to conform harmoniously to other members of a group or other things in a setting.

## 2. Complete the sentences with the words from Exercise 1.

1. Most people who come from other countries seem to \_\_\_\_\_ with the way of life here. 2. We tried to help him but our \_\_\_\_\_ to save him failed 3. He shouted \_\_\_\_\_ at the bicyclist who had bumped into his car. 4. My father \_\_\_\_\_ at the age of 60. 5. All people must enjoy equal human rights without \_\_\_\_\_ as to race, sex, or religion

## 3. What words are used in the text to describe three types of statuses?

### LANGUAGE REVIEW

#### Modal verbs: uncertainty, surprise, disbelief, impossibility

#### 1. Match the rules (1-2) below with the proper examples (a-d).

1. *Can* and *could* are used to express uncertainty or surprise in the questions.
  2. We use *can't* and *couldn't* to say that we think something is impossible.
- a. I didn't know it was that late. Can she be working now?
  - b. You've just have dinner. You can't be hungry already.
  - c. Tom said he would be here ten minutes ago, and he is never late. He can't be coming.
  - d. She's a very polite person. Can she say such a rude thing?

#### 2. Express your surprise and disbelief using *can/could*.

##### (A) Interrogative sentences

- He is working now. – Can/Could he be working now?

1. They are in Germany. 2. She is going to get married. 3. He studies at Cambridge University. 4. They will go to the Canaries next summer. 5. She will be forty in June. 6. She is stubborn.

##### (B) Negative sentences

- He is buying a new car soon. – He can't/couldn't buy a car.

1. You are mistaken. 2. He is writing a new novel now... 3. Mary will invite the Jones to her place for the weekend. 4. They upset our plans. 5. She wastes a lot of time. 6. Mr. Fox is a reliable person. 7. She is making a cruise now.

## UNIT 4

### VOCABULARY 1

1. Guess the meaning of the following international words. Mind the parts of speech they belong to:

role <i>n</i>	dynamic <i>adj</i>	academic <i>adj</i>	focus on <i>v</i>
paired <i>adj</i>	patient <i>n</i>	multiple <i>adj</i>	term <i>n</i> identify <i>v</i> .

2. Put the international words above instead of the phrases in bold below.

1. Her idea was to create a framework for delivery of high quality *care for the hospitalized persons*. 2. He hated to play second **fiddle** to anyone. 3. The award recognizes outstanding student leaders for their **scholastic** and campus achievements. 4. Our day **revolved around** our work. 5. She played **the part** of Desdemona. 6. Students **arranged in** teams of **two** were expected to make an in-depth study based on the results of a survey. 7. Singapore is a **fast progressing** city rich in contrast and colour, where you will find a harmonious blend of culture, cuisine, arts and architecture. 8. The summit is expected **to centre on** expanding the role of the UN. 9. The number of **persons who want to receive medical care** urgently has grown rapidly 10. **Many copies** of two or more can be ordered at £ 7.50 each. 11. The term refugee **denotes** citizens forced to leave their country to escape political and civil unrest. 12. Myopia is a medical **word** for short-sightedness

### READING

1. Before you read discuss the following.

1. Do you act differently when you are at home, in the university or in the pub? Why?

2. When you interact with the sales assistant, a bus driver, a professor or your parents what do you expect them to do?



**2. Read the text and compare your answers with the information from the text.**

### **SOCIAL ROLES**

Throughout our lives, we are acquiring social roles. A social role is a set of expectations for people who occupy a given social position or status. A status is a position in the social structure, while a role is how we think and act in that status. Ralph Linton described a role as the dynamic expression of a status. A student has a role that involves patterned interaction with professors and other students, and responding to academic demands made by the college.

We learn what is expected of us in a social status through processes of socialization. Thus, we expect that cab drivers will know how to get around a city, that secretaries will be reliable in handling phone messages, and that police officers will take action if they see a citizen being threatened. With each distinctive social status – whether ascribed or achieved – come particular role expectations. However, actual performance varies from individual to individual. One secretary may assume extensive administrative responsibilities, while another may focus on clerical duties.

Like status, a role is relational by directing social behaviour toward some other person. The role that corresponds to the status of parent, for example, is ideally defined in terms of responsibilities toward a child. Correspondingly, the role of son or daughter is ideally defined in terms of obligations toward a parent. There are countless other examples of roles paired in this way: the behaviour of wives and husbands is performed in relation to each other, as is the behaviour of physicians and patients, and of professors and students.

Because individuals occupy a number of social statuses at one time they perform multiple roles. A person has even more roles than statuses because any one status involves performing several roles in relation to various other people. The term role set identifies a number of roles attached to a single status.

### **3. Answer the following questions based on the text.**

1. When do the individuals perform roles?
2. What is called *a role expectation*?
3. Does a person have more roles or statuses?

4. Are role performance and role expectation the same or different notions?

**4. Define if the statements are True or False.**

1. The process of interaction provides people with knowledge how to live and do things in the society.

2. A status can be defined as a set of expectations as for our actions and thoughts.

3. Inside a family parents are in charge of their children.

4. We don't expect from a cab driver to take messages and phone calls.

5. Taking the same position at work, two employees do the same duties differently.

6. The role of son involves no functions and obligations toward parents.

7. There is no doubt that in his/her life a person fulfils a particular social role and occupies a certain social position.

8. Only few examples illustrate the behaviour of other people in their roles toward each other.

9. A member of the society is able to have some statuses as well as to perform a lot of social roles.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. In the text find the definition of a person's social role and status. Do they differ? Discuss it in small groups.

2. How good is the author's idea about actual performance of an individual being unique? Exchange your opinion with your partner.

3. What do you think might happen if a person ignores patterned interaction with other people? Think of your own examples.

**2. Over to you.**

1. Read the description of a scheme *Status Set and Role Set* illustrating the status set and corresponding role sets of one individual. Draw the scheme.

Four statuses are presented, each linked to a different role set. First this woman occupies the status of 'wife'. Corresponding to this status is a role set that includes her behaviour towards her husband (the 'conjugal

role') and her responsibilities in maintaining the household (the 'domestic role'). Second, she also holds the status of 'mother'. Part of this role set is the care of children (the 'maternal role') and her activities in various organizations (the 'civic role'). Third, as a teacher, she interacts with students (the 'teaching role') and other professors (the 'colleague role'). Fourth, as a researcher, she gathers information (the 'laboratory role') that is the basis for her publications (the 'author role'). The scheme is, of course, only a partial listing of this individual's status set and role sets; a person generally occupies dozens of statuses at one time, each linked to a role set.

2. Think of the roles you have. How many roles does each of your statuses involve?

3. Identify a number of roles played by: 1) your parents; 2) your close friend; 3) your neighbour.

## VOCABULARY 2

1. Match the verbs in the box with the phrases below. Make as many phrases as you can according to the text:

acquire	occupy	perform.
---------	--------	----------

a) a social position; b) a social role; c) a social status.

## 2. Complete the sentences with an appropriate combination from Exercise 1.

1. The success of smoke free workplaces provides an excellent example of how unions can \_\_\_\_\_ in supporting the health and welfare of its members.

2. In spite of the fact that some judges \_\_\_\_\_ high \_\_\_\_\_ they have damaged the image of their profession and the reputation of their peers by their shameful conduct.

3. Our society is still divided along gender lines: women still \_\_\_\_\_ an inferior \_\_\_\_\_.

4. The new aristocrats \_\_\_\_\_ a privileged \_\_\_\_\_.

5. Lifelong learning contributes greatly to your opportunity to \_\_\_\_\_ a better \_\_\_\_\_ in the society.

## LANGUAGE REVIEW

### Perfect modals

**1. Study the meaning of the modal verbs when they are followed by perfect infinitives. Match the sentences (a-h) to the rules (1-5).**

- |              |       |                    |   |   |
|--------------|-------|--------------------|---|---|
| 1. Must      | _____ | <i>certainty</i>   | → |   |
| 2. May       | _____ | <i>possibility</i> | → |   |
| 3. Could/can | _____ | <i>uncertainty</i> | → | + |
| 4. Might     | _____ | <i>disapproval</i> | → |   |
| 5. Should    | _____ | <i>criticism</i>   | → |   |

Perfect Infinitive

have + Ved

- You might have asked me before borrowing my car.
- I shouldn't have spoken to Brian like that.
- Could he really have behaved so badly?
- Where is Helen? I'm not sure; she may have gone to the skating ring.
- Surely I can't have slept three hours. It seemed like 5 minutes.
- He has changed the job. He must have followed your advice.
- She should have asked me before borrowing my car.
- You ought not to have driven at such a great speed.

**2. Change the following sentences to express impossibility.**

- I am sure Stan didn't go to the football match yesterday. (to see him at the Ansleys at the time) – *Stan can't have gone to the football match yesterday. I saw him at the Ansleys at the time.*

1. I am sure Roger hasn't spent so much money on clothes. (to like only books) 2. I am sure the Jacksons haven't come back from their trip, (not to answer the phone) 3. I am sure Philip didn't stay at home last evening. (to try to get in touch with him and fail) 4. I am sure the Blakes haven't been living in our town for ten years. (to live in Boston five years ago) 5. I am sure Ann didn't get married last month. (not to tell anybody about it)

**3. Express uncertainty or impossibility about the following statements using the modal verb *can* and the appropriate form of the infinitive.**

- He was rude to his sister. – *Can (could) he have been rude to his sister?*  
Or: *He can't/couldn't have been rude to his sister.*

1. Sam failed the history exam. 2. Bob is playing football in the yard. 4. The Nelsons will arrive next week. 7. They suspected nobody. 11. She is very unhappy in her marriage. 14. Sally is speaking on the telephone.

**4. Change the following sentences to express uncertainty.**

- Perhaps everybody agreed to the plan. – *Everybody may have agreed to the plan.*

1. Perhaps your neighbours have left the town. 2. Maybe Sam hasn't made an appointment with the dentist. 5. Maybe the situation has changed. 7. Perhaps the old man has lost his way. 9. Perhaps she was rude to him. 2. Maybe they have been staying at the hotel for more than a week. 4. Perhaps Mr. Parker has been working in the garden since morning. 6. Perhaps he hasn't seen her since last spring.

**5. Express your irritation using the modal verb *might*.**

- “When did he tell them?” – “He told them just now.” – *“He might have told them sooner.”*

1. “When did he say he was cancelling it?” – “He phoned us a few minutes ago.” 2. “When did he eventually agree to it?” – “He gave his consent late this afternoon.” 3. “When did he say he might have to go back on his decision?” – “He informed them a day or two ago.”

**6. Change the following sentences to express probability.**

- Certainly it was a funny experience. – *It must have been a funny experience.*

1. Of course you saw things more objectively than I did. 2. Evidently they have been playing bridge all evening. 3. Surely the Smiths have known him for ages. 4. Probably he has proposed to Margaret. 5. Of course, Mr. Hunter has made good progress in French.

**7. Answer the following questions using the modal verb *must* to express probability in the past. The expressions in brackets may provide cues for your answers.**

- Why didn't Jane come to your birthday party? (feel unwell) – *She must have felt unwell.*

1. Why didn't Bess review the first ten lessons? (have no time) 2. Why didn't Douglas shave today? (be in a hurry) 3. Why didn't Professor Morrison take a vacation last year? (have much work) 4. Why didn't Mrs. Black buy a new hat? (be short of money) 5. Why didn't he ask the question? (feel shy) 6. Why didn't Herbert take a taxi. (to fail to find one).

**8. Answer the following questions in accordance with the example.**

- “Should I inform him about it?” – “*Haven’t you yet? You should have informed him about it long ago (yesterday, etc.).*”

1. Should I invite him to lunch? 2. Should he buy a present for Anne?  
3. Should she see a doctor? 4. Should I tell them about that strange experience?  
5. Should I explain to Henry that it was a misunderstanding? 6. Should we rent a cottage in the country? 7. Should Peter warn them about it? 8. Should I speak with him frankly?

**9. Respond as indicated in the example.**

- The case is being investigated. – *It should have been investigated a long time ago!*

1. The work is being planned now. 2. They are being removed now. 3. The TV is being adjusted now. 4. The plan is being discussed now. 5. The bicycle is being assembled now. 6. The broken part is being replaced now. 7. The apparatus is being dismantled now. 8. The generator is being installed now

## **UNIT 5**

### **VOCABULARY 1**

**1. Guess the meaning of the following international words from the text. Mind the parts of speech they belong to. Say why they are divided into different groups:**

- a) ethical *adj*, discipline *v*, concept *n*;
- b) ambition *n*, resource *n*;
- c) decade *n*, delicate *adj*.

**2. Read the definition and study the examples to check your ‘false friends’ knowledge.**

1. A *false friend* is a word in a second language that closely resembles a word in somebody’s first language but means something different: *decoration*, *angina*, *cabinet*, *fabric*, *gymnasium*, *list*, *magazine*, *mayor*, *multiplication*, *replica*, *resin*, *spectacles*, *actual*, *translation*.

2. Sometimes these words are only partially ‘false friends’ (semi-international words). In their other meanings they are international words.

Consult the dictionary to understand their different meanings: *brilliant, figure, film, number, officer, partisan, record, speculation, tender, tent, accurate, artist.*

**3. Complete the sentences with the proper word:**

a) factory

b) fabric

1. Cashmere is a soft ... made from the wool of the Cashmere goat. In manufacture and in handicrafts, the worker uses a tool; in the ..., he serves a machine.

a) magazine

b) shop

2. The Friends' quarterly ... , which is now in full color, contains articles about the trees, plants, gardens. That was the day when Alan Jones opened his butcher's ..... with the aim of providing high-quality local meat to the local market.

a) audience

b) auditorium

3. The ... listened to the speaker carefully. Public areas include two dining rooms, a lounge and bar, well-equipped ..., indoor swimming pool, gym and sauna.

a) cultured

b) intelligent

4. When ... robots are sent into hazardous situations, fewer human lives are put at risk. He is a ... man. He's having good taste, manners, upbringing, and education

a) constitution

b) complexion

5. He has a robust and strong .... The first offender is described as having a tanned ... and short black hair.

a) prospect

b) avenue

6. The car is going along a broad .... It's a great career with good promotion ....

a) operator

b) cameraman

7. I liked the camerawork. Who is the ...? Bridge Travel is the UK's leading short breaks tour ....

a) major

b) mayor

8. Primary systems are most commonly used in the US for all types of elections from the city ... to the president. In the British military, ... is a military rank which is used by both the British Army and Royal Marines.

## **READING**

### **1. Before you read discuss the following questions.**

1. Think and say if you have sometimes any difficulty while combining your roles: e.g. a student – a daughter/a son; a student – a friend; a daughter/a son – a friend; a student – a working person.
2. Do you believe all people are completely satisfied with the social roles attached to their status?

## **ROLE CONFLICT**

Roles attached to different statuses often demand incompatible patterns of behaviour. The concept of role conflict refers to incompatibility among the roles corresponding to two or more statuses. Consequently, the individual may find that both roles cannot be fully performed simultaneously.

Imagine the delicate situation of a woman who has worked for a decade on an assembly line in an electrical plant and has recently been named supervisor of the unit she worked in. How is this woman expected to relate to her longtime friends and coworkers? Should she still go out to lunch with them, as she has done almost daily for years? Is it her responsibility to recommend the firing of an old friend who cannot keep up with the demands of the assembly line?

Role conflict occurs when incompatible expectations arise from two or more social positions held by the same person. Fulfillment of the roles associated with one status may directly violate the roles linked to a second status. In the example above, the newly promoted supervisor will experience a serious conflict between certain social and occupational roles.

Role conflicts call for important ethical choices. In the example just given, the new supervisor has to make a difficult decision about how much loyalty she owes her friend whose work is unsatisfactory. Our culture tells us that success is more important than friendship. If friends are holding us back, we should leave them and pursue our ambitions. Yet, at the same time, we are told that abandoning our friends is contemptible. The supervisor must decide whether she will risk her promotion out of concern for her friend.



## **ROLE STRAIN**

The several roles that are linked to any particular status are not always easily integrated, so an individual can feel pulled in several directions at once. Role strain is defined as incompatibility among the roles corresponding to a single status. When several roles linked to a single status make competing demands a person may not always be able to live up to social expectations. A parent, for example, may have difficulty with simultaneous responsibilities to discipline a child and to be the child's trusted confidant.

Role strain occurs when a person has difficulty meeting the obligations of a certain role or role set, usually because of a lack of resources (time, money, skills).

### **2. Answer the following questions based on the text.**

1. What is the major cause of role strain?
2. Does a person often recognize all his roles?
3. When does role conflict happen?
4. What examples does the text give concerning the ethics in role conflict?

### **3. Define if the statements are True or False.**

1. To correspond social expectations and to feel comfortable we should attach one role to our status.

2. It's easy enough for everybody to fulfill all his social roles at the same time.

3. A particular role set requires performing certain duties.

4. Role strain means incompatible expectations of a person's several social positions.

5. Frequently scarcity of money is a cause of role strain.

6. In most cultures friendship and loyalty is less vital than success.

7. The new supervisor knows exactly how to behave herself with her former colleagues.

8. Role strain and role conflict are both based on difficulty in relationship among family members.

9. It's an obvious risk to prefer your friend's unsatisfactory performance rather than your career success.

## **SPEAKING**

### **1. Discuss the following in pairs/groups.**

1. In groups, discuss why actual role performance usually varies from role expectation.

2. Explain to your partner the difference between *role* and *status*.

3. Using the information of Paragraph 3, state the reason of role conflict and its consequences.

4. Prove that roles attached to different statuses often demand incompatible patterns of behaviour.

### **2. Over to you.**

1. Think of some real situations to illustrate the essence of role strain.

2. Recollect the cases when you failed to meet your obligations because of lack of time/skills.

### **3. Complete the following situations illustrating role conflict. What causes conflict in each situation? Indicate the role pairs that conflict:**

a) a doctor who must decide whether he should be present for his daughter's birthday party (in his role as ...) or attend an ailing patient (as ...);

b) a father who is the coach of his son's baseball team. The man takes on both the role of ... and ... If the boy makes a bad play in the game a father would be inclined to ... his son, but a coach would be inclined to ...;

c) a spouse and aggressive business competitor: ... .

### **4. Classify the following situations as a) describing role strain and b) describing role conflict.**

1. A boss is forced to fire an employee who is also a close friend.

2. Single parents often attempt to be both parents and bread winners – each status demands considerable time and energy.

3. A husband and father is also Chief of Police. If a tornado strikes the small town he is living in, the man has to decide if he should go home and be with his family and fulfill the role of being a good husband and father or remain and fulfill the duties of a “good” Chief of Police because the whole town needs his expertise.

4. According to the survey it was found that 30% of Australian mothers felt that after work they simply did not have enough energy to be the kind of mothers that they would like to be.

5. Nurses, subject to role expectations from a number of sources — patients, doctors, hospital administrators, patients’ families, laboratory technicians — are likely to suffer.

6. To be a good mother you might read several texts on parenting then find you do not have enough hours in the day to house clean to keep the children free of germs/ to shop properly to provide the right nutrients for the children/ to keep the car in good order, get them to school safely/to keep up to date with the world news, to provide them with the right moral guidelines in world which is constantly changing, etc.

7. This can be a problem of allocating time or a problem of the personality needed for the two different sets of role playing in the two jobs.

8. Many teachers prefer their own children not to be in their classes.

9. “Managers today feel under pressure to compromise personal standards to achieve company goals.” That means that the organization’s role of the marketing manager conflicts with the role which best meets the needs of society. As a result, a person who performs well in this role of marketing manager often harms society; a conflict exists between ‘excellence in marketing’ and the ‘needs of society’.

## **VOCABULARY 2**

**1. Match the following definitions to the basic sociological terms from the text:**

- a) the clash between two competing roles;
- b) a person’s position or rank in relation to others, the position one has in a social network;
- c) difficulty in meeting the obligations of a role because they are too demanding;
- d) a set of behaviours, attitudes, obligations and privileges expected anyone who occupies a particular status;
- e) inability to exist or work with another person or thing because of basic differences.

**2. Complete the sentences with the terms you have found.**

1. Individuals occupy many ... at one time. 2. People perform multiple .... 3. A person has more roles than .... 4. Role conflict occurs because of the ... of pressures that arise within the different work and family roles. 5. In the case of employed mothers, ... occurs when the work role interferes with the demands of

the family role. 6. The more roles one accumulates the greater the amount of role overload and ... he or she experiences. 7. Marketing managers are often thought of as generally good people who do the dirty work for organizations: they feel under pressure to compromise personal standards in order to achieve company goals that's why they experience ....

## LANGUAGE REVIEW

### The verbs *be* and *have*

1. Study the following sentences and state the meaning of the verbs *be* and *have*.

#### (A) BE

1. Don't disturb me while I'm working. 2. They've **been** asking a lot of questions. 3. The problem **is** finding the time to do all these things. 4. The office **was** open and the visitors **were being** received. 5. Audrey and Jimmy **are to be** married in June. 6. Smoking **is** not permitted on the premises. 7. Rachel **will be** fourteen in November. 8. **Are** there any questions? 9. Don't **be** a nuisance. 10. Our aim **was** to save the money left. 11. Whose papers **are** these? 12. This discovery **was** to make a major effect for the treatment of heart disease. 13. I **was** told about it only yesterday. 14. She hasn't **been** invited to the seminar, but she's going to take part in it all the same. 15. He two men **are** to appear in court for charges of armed robbery. 16. The Science Museum **is** in South Kensington. 17. Our aim **was** to reduce the number of accidents. 18. My wife has **been** an accountant for twenty years already. 19. The neighbours **are being** very noisy today. 20. **Was** Mr Harrison still in when you came back?

#### (B) HAVE

1. Do you often **have** arguments with your colleagues? 2. He **had** a bad cold last January. 3. We're **having** to work very hard at the moment. 4. Only five o'clock! It's **got** to be later than that! 5. Let's **have** another try. 6. **Have** you heard the news? 7. When do you **have** to be back? 8. I hope they are **having** a wonderful time. 9. These families hardly **have** enough money to live on. 10. She **has** a house in the suburb. 11. We'll be **having** a late lunch today. 12. The company **has** been going from strength to strength since then. 13. We **have** a

household of guests this weekend. 14. We don't usually **have** alcoholic drinks in the house. 15. One day everybody **will have** to ask permission to buy a car.

## SELF-STUDY

### GRAMMAR REFERENCE

#### Modal Verbs

#### Different Kinds of Necessity

##### (A) Obligation and necessity: **must, have (got) to, be to, need to, needn't**

*Must* has only one form (Present Simple). So, when necessary, we make all other forms with *have to*.

Present Simple: You **must** come to class on time.

He **has to** do it again.

Past Simple: They **had to** wear uniform in school.

Future simple: We'll **have to work** late tomorrow.

Continuous forms: I'm **having to** spend a lot of time traveling.

Perfect forms: She **has had to** work hard all her life.

To-infinitive: I didn't expect **to have to** wait for so long.

Ing-form: It's no fun **having to** stand the whole journey.

We use *must*

- to say that something is obligatory or required. We use the negative *mustn't/must not* to tell people not to do things or to say something is a bad idea.

Your basic needs are the things you must have to live a normal life.

All visitors must sign in.

You mustn't come later than nine o'clock.

Empty boxes must not be stacked in front of the emergency exit.

- to encourage someone to do that we think is important or to emphasize a strong feeling or opinion.

We must have a party at the end of term.

I must disagree with that.

We must not accept new regulations that restrict our civil rights.

*Must* is normally used when the authority comes from the speaker. When we are not in control of what is necessary or required, we use *have to* or *need to*. *Have got to* can be used instead of *have to* in informal situations, but only in the present tense.

I have had to complete three forms already.

You have got to find a better way to do this.

Peter needs to leave soon. (*need* is a full verb, not a modal)

When something is not necessary, we use *don't have to*, *haven't got to* or *don't need to* (not *mustn't*). The phrase *haven't got to* and the verb *needn't* (without *to*) are used to say that something is not necessary on a particular occasion, but we usually use *don't need to* for things that are not necessary in general.

It's free – you don't have to pay.

Students don't need to pay to use the library.

You needn't pay me now.

She hasn't got to pay for anything.

The form *didn't need to* means it was not necessary to do something. The form *needn't + have + Ved* means something unnecessary was done.

There weren't any tests that week, so I didn't need to study. I watched TV instead.

I studied all night, then found out the test was cancelled. I needn't have studied at all.

*Be to* is used in a formal style

- to talk about plans and arrangements (*am/is/are to*);

The President is to visit Nigeria next month.

We use *was/were to* to speak about arrangements in the past. The structure *was/were to + have + Ved* shows that a planned event didn't happen.

I felt nervous because I was to be interviewed for the first time.

I was to have started work last week, but I changed my mind.

- to give an order/instruction or to tell someone about the rule;

You are to wait here in this room until I return.

All staff are to wear uniforms.

We can also use the structure in negative sentences to say what shouldn't be done and in questions to ask for instructions.

He is not to be blamed for the accident.

What am I to tell her? How are we to get out of the present mess?

- to talk about things which are/were fated to happen;

We were to meet again, many years later, under very strange circumstances.

### **Obligation and advice: should, ought to, had better, be supposed to, shall**

We can use both *should* and *ought to*

- to express obligation and duty, to talk about what is expected and, in general, to say what is right or good;

At election time, everyone should vote.

If all goes well, we should get the contract.

You oughtn't to tell lies.

- to ask for and give advice or warnings.

You should take notes during lectures.

You shouldn't go through the park at nights.

You really ought to be more careful with the money.

Note: when we want to know someone's opinion, or when we want advice or instructions, we can use *shall I/we?* instead of *should I/we?*, especially in British English.

I'm not sure what to do. Shall/should I apply for the job or not?

We've missed our last bus. What shall/should we do?

The structure *should/ought to + have + Ved* is used when we think that something good or desirable didn't happen, often as a way of expressing regret.

I shouldn't have told anyone about our plans.

You ought to have done it last week.

We can use *be supposed to* instead of *should* in informal situations to talk about what people are expected to do because of an arrangement, a rule, or a duty.

I'm supposed to see Maria this afternoon, but I'm not going to have enough time.

You're supposed to start work at 8.00 every morning.

You know you're not supposed to eat in the classroom.

Only *be supposed to* (not *should*) is used when we report what others think is true.

Breaking a mirror is supposed to be unlucky.

*Had better* expresses a strong recommendation, a threat or warning.

You have failed two tests. You had better start working harder or you won't pass the course.

I'm going to tell the boss everything. – You'd better not do that!

### Different Kinds of Possibility

#### Ability: can, could, be able to

	Present	Past	Future
+	can am/is/are able to	could was/were able to	can will be able to
–	can't/cannot 'm not /isn't/ aren't able to	couldn't wasn't/weren't able to	can't/cannot won't be able to
?	Can ... ? Am/Is/Are ... able to?	Could ... ? Was/Were... able to?	Can ... ? Will ... be able to?
?/	Can't ... ?	Couldn't ... ?	Can't ... ?
–	Isn't/Aren't ... able to	Wasn't/Weren't ... be able to?	Won't ... be able to?

#### General ability: can, could, be able to, know how to

We use *can* (or *am/is/are able to* in formal situations) when we talk about general ability and *could* (or *was/were able to*) for general ability in the past.



The phrase *know how to* can also be useful to speak about someone's abilities or skills.

We are not yet able to/cannot predict the result.

He could swim when he was four years old.

Aren't they able to do these tasks without help?

Can you meet me tomorrow evening?

Can you show me how to make a copy? – Ask Mike. I think he knows how to use the printer.

**Ability in the particular situation: *was/were able to, managed to* (+ infinitive), *succeeded in* (+ -ing form), *failed to* (+ infinitive), *couldn't***

We use *was/were able to, managed to* or *succeeded in* for the achievement of something in the past and *wasn't/weren't able to, didn't manage to, failed to, didn't succeed in* or *couldn't* to say something (often difficult) was not achieved in a particular situation.

The manager wasn't in the office for very long, but we were able to/managed to speak to him for a few minutes.

The second time they succeeded in passing the exam.

He tried very hard but he wasn't able to/couldn't fix the device.

She didn't manage to/failed to persuade the committee.

Unfortunately, we didn't succeed in solving that mystery.

*Can* and *could* are often used (instead of continuous forms) for both general ability and particular situations with verbs indicating mental processes and senses: *believe, guess, remember, understand, hear, feel, see, smell, taste*.

Can't you remember her name?

I could smell something disgusting.

We use *could + have + Ved* to say that someone had the ability or opportunity to do something in the past but didn't use it.

He could have done very well, but he was lazy.

We could have gone to China on holiday last year, but we decided not to.

Note the difference between *I was able to win the contest* (= I won) and *I could have won the contest* (I didn't win).

### **Expressing ability in other forms: *be able to***

*Can* has only two forms: *can* for the present and future and *could* for the past. So, when necessary, we make other forms (infinitives, -ing forms and perfect forms) with *be able to*.

I'd like to be able to play some musical instrument.

She enjoys being able to speak foreign languages.

He hasn't been able to practice much.

Note that *will be able to* replaces *can* when we want to say that someone will have a particular ability in the future.

In the future, people will be able to live on other planets.

Will you be able to come to our party?

### **Permission and Requests: *can, could, may, might, be allowed to***

#### **Permission: *can, could, may, might, be allowed to***

We use *can* and *could* for permission, choosing *could* to be more polite.

We use *can* (not *could*) to give or refuse permission.

Can I borrow your dictionary?

Could we leave earlier today? – Yes, you can./I'm sorry but you can't.

In formal situations, we can use *may* or *might* to ask for permission, but only *may* to give or refuse permission.

May I use this phone? – Of course, you may./No, you may not, because I wait for an important call.

Might I take one copy? – Yes, you may.

*Can* is usually used to talk about laws and rules. *May* (not *might*) is sometimes used in formal rules.

You can't park here. – Why not? – Only public transport can park here.

Pedestrians may not enter this way.

*Be allowed to* can be used to emphasize getting permission on a specific occasion and to substitute for the missing forms.

They weren't allowed to go in because they were under 21.

We aren't being allowed to go in yet.

No one has been allowed to see the test results.

### **Asking for something: *can, could, may***

We can ask for something with *can, could* and *may*. *Could* is less direct and more polite than *can* here; *may* is more formal than *can/could*.

Can/Could I have a glass of water, please?

May I have some more coffee?

### **Asking someone to do something: *can, could, may, will, would***

We often use *Can you?* or *Will you?* to ask someone to do something for us. We use *could* or *would* as a less definite, more polite form of *can* and *will* in this meaning.

Can/will you post this letter for me?

Could you give me some advice?

Note: We sometimes make requests by using *would like* as a polite way of saying what we want.

I'd like a glass of water, please.

I'd like to ask you a personal question.

*Would* is also used with the verb *mind* (= 'object to' or 'dislike') to make polite requests.

Would you mind switching on the light?

Would you mind waiting? – No, that's all right. (= I'm happy to wait.)/Yes, I would! (=I am not happy to wait.)

### **Possibility or Likelihood: *may, might, can, could***

#### **Present and future possibility**

We use *may, might* and *could* to say that something is possible now or later. *Might* is a little less sure than *may* and *could* is normally less sure than *might*.

There's someone at the door. It may be Sandra.

We aren't sure what we're going to do tomorrow. We might go to the concert.

Where's Simon? – He could be in the reception room.

In the negative, we can say: *It may not/might not/mightn't happen*.

#### **Possibility in the past**

We use *may/might/could* + *have* + *Ved* to say it is possible that something happened before now.

Peter is late. – He *may/might* have missed his train. (=Perhaps he has missed his train.)

I *may/might* have lost my key yesterday.

The bank *could* have closed already.

*Might/could* + *have* + *Ved* a) can be used to say that something was possible in the past but didn't happen or b) can express irritation at someone's not having done something.

I forgot to lock my car last night. – You were lucky. Someone *could* have stolen it.

You were stupid to talk to the manager like that. He *might* have fired you.

You *might* have posted my letter when you went out to post yours!

You *could* have warned me beforehand.

Note 1: The modals expressing possibility can be followed by simple, continuous, perfect or perfect continuous infinitives.

I *may* see him today or on Friday.

The economy *may* be showing signs of recovery.

He *might* have borrowed James' car.

They *could* have been waiting for three hours already.

Note 2: *Can* and *could* can be used in questions about possibility.

The telephone is ringing. Who *can* that be?

The guests are late. *Could* they be stuck in the traffic?

Where *can* they have gone, I wonder?

Sally is very late. What *could* have happened to her?

Note 3: We use *can/could* in general statements to say that a situation is (*can*) or was (*could*) theoretically possible. In this use, *can/could* often has a similar meaning to 'sometimes'.

Old people *can* be very impatient and naughty.

My boss *could* be really terrible when he lost his temper.

We use *may*, *might* or *could* to say that perhaps something will happen in the future or that perhaps something is true at the moment of speaking. Compare:

It can be cold in England. (=It is sometimes cold in England.)      It may be cold tomorrow. (=Perhaps it will be cold tomorrow.)

### **Probability: should, ought to**

#### **Present or future probability**

We can use *should* or *ought to* to say that something is probable at the moment of speaking, or in the future.

Anna should be at work by now. She's normally there at this time. (=She is probably at work by now.)

He ought to pass his driving test easily. He's a very good driver. (=He will probably pass his driving test easily.)

#### **Probability in the past**

We use *should* or *ought to* + *have* + *Ved a)* when we expected something to happen but it didn't happen or *b)* when we expected something to happen but we don't know if it happened.

The guests should have arrived by now, but they aren't here yet.

He ought to have passed his driving test easily. We were surprised that he failed.

Note: The modals *should* and *ought to* can be followed by various forms of infinitives.

She ought to be taking part in the seminar too.

They should have been using this questionnaire for a couple of years.

### **Deduction: must, have (got) to, can't, couldn't**

#### **Deductions about the present**

We use *must* or *have (got) to* (in informal situations) in deductions to say that we are sure about something.

I didn't order ten books. This must be a mistake.

These aren't mine – they have (got) to be yours.

#### **Deductions about the past**

We use *must + have + Ved* when we want to express deductions about earlier events.

Someone must have taken the key because it isn't here.

We thought he must have called when we were away.

We use *can't* or *couldn't* (not *mustn't*) as the opposite of *must* in negative deductions to say that something is impossible.

Peter was here a moment ago, so he can't be far away.

He couldn't be 21. He looked much younger.

He can't/couldn't have been at the library yesterday. It was closed.

Note 1: The modals expressing deductions can be followed by various forms of infinitives.

You've been working hard today. You must be feeling tired.

He bought two tickets, so he can't be going on his own.

They couldn't have been waiting for so long. – Yes, they must have left already.

Note 2: We use *may not* or *might not* when we mean 'possible not'. When we mean 'not possible', we use *can't* or *couldn't*.

Compare:

It may/might not be true. (=Perhaps It can't be true. (I'm sure it's not) not)

It may/might not have been true.

It can't/couldn't have been true.

I knew it couldn't be true.

## II

### THE VERB *BE*

*Be* has four main uses:

- as a full verb, to say where someone or something is or when something happens;

Jane is upstairs.

Are my keys in the drawer?

The party is on Saturday.

The structure *there + be* is used to say that something exists or happens.

There were few benches in the hall.

- as a link verb joining a complement to a subject, a) to describe someone or something, or say what group/type or who they belong to, b) to talk about the price of something;

The meeting was rather boring.

Is she twenty or twenty-one this year?

Are you Professor Dorman's assistant?

How much are these envelopes?

- as an auxiliary verb, to make continuous and passive verb forms;

I'm traveling a lot these days.

It was agreed to open a new branch.

- as a phrasal modal, to talk about plans and arrangements or orders and instructions.

We were to meet the delegation at the airport.

You are to start work at eight sharp.

Note: We can use *be* in the continuous form for temporary behavior.

Compare these two sentences.

He is stupid (= He is a stupid person.)

He is being stupid. (= At present he is behaving stupidly.)

### III

#### THE VERB *HAVE*

*Have* is used in several different ways:

- as a full verb, to talk about states such as possession, relationships, illnesses, characteristics of people or things and similar ideas (continuous forms are not used for these meanings);

He has (got) three assistants now.

I don't have any brothers or sisters.

Do you often have headaches?

My former boss didn't have a very nice personality.

- to talk about actions and experiences (as the equivalent of other verbs – the exact meaning depends on the following noun);

“Have a good time at the weekend.” – “You too.”

We are having some difficulty with the printer we bought from you.

Common expressions:

have breakfast/lunch/supper/dinner/tea/coffee/a drink/a meal

have a bath/a wash/a shave/a shower

have a rest/a lie-down/a sleep/a dream

have a good time/a bad day/a nice evening/a day off/a holiday

have a good journey/flight/trip etc

have a talk/a chat/a word with sb/a conversation/a disagreement/a row/a quarrel/a fight

have a swim/a walk/a ride/a dance/a game of tennis etc

have a try/ a go/ a look

have difficulty/trouble in + Ving

have a baby (=give birth)

have an accident/an operation

- as an auxiliary verb, to make perfect and perfect continuous verb forms;  
I remembered his face, but I had forgotten his name.

We'll have been living here for two years next Sunday.

- as a phrasal modal, to talk about obligation and necessity or to express certainty.

Do you often have to travel on business?

Sorry, I've got to go now.

I don't believe you. You have (got) to be joking.



**READING**  
**I**  
**CHILDREN OF THE ORGANIZATION MEN: THE NEW**  
**INDIVIDUALISTS**

For more than 30 years, William H. Whyte's *The Organization Man* was the most widely read book about organizational life. Focusing on middle-class Americans at midcentury, Whyte argued that bureaucratic organizations actually shaped almost every aspect of our lives. They dictated that employees be 'groupminded'. That is, they were expected to be flexible to the demands of others, to be completely loyal to the corporation, and to remain uncommitted to a set of values. In this view, organizations rewarded only those individuals who were 'good team players'. Nothing else really counted, from the corporate point of view.

In collecting data for his book, Whyte followed his organization men (this is not a sexist slight; there simply weren't any organization women) into their offices, but he also visited their suburban homes, schools, and neighborhoods. He interviewed their wives and observed their children.

Whyte's description of the social role of the corporate wife is particularly telling. Any employee who aspired to be promoted to an executive position needed a wife who obeyed the corporate rules. She had to be willing to make frequent moves from city to city for the sake of her husband's job, to assume exclusive responsibility for household chores and child rearing, and to stay away from her husband's workplace. She must never gossip about the office with other corporate wives, never get drunk at a company party, never be too friendly with the wives of other employees whom her husband might pass on his way up the corporate ladder, and never show up her husband by being superior to him in any way.

Whyte observed the rise of a pervasive *social ethic* – a widely held belief that the group was the essential source of creativity and that 'belongingness' was the basic human need. Thus, the demand for 'yes-men', 'happy homemakers', 'family togetherness', and 'team players'. Hence, the worship of the organization.

For their book, *The New Individualists: The Generation After the Organization Man*, Paul Leinberger (whose father was an organization man

interviewed 30 years earlier by William Whyte) and Bruce Tucker recently interviewed the sons and daughters of the original organization men as well as hundreds of other 'organizational offspring'. They focused on baby boomer Americans – those men and women born between 1946 and 1964 whose fathers had worked for most of their careers in large organizations. Included in their study were “the middle manager chafing at the slow progress up the promotional ladder, the forest ranger dreaming of writing novels, the aging hippie getting by on marginal jobs, the gypsy scholar in today's brutal academic job market, the entrepreneur starting a software company, the corporate star rising rapidly, and the free-lance consultant seeking autonomy.”

Leinberger and Tucker found that the organizational offspring were very different from their fathers in terms of outlook, values, and motives. Children of organization men resembled one another with respect to attitude toward organizations, style of interpersonal relations, and patterns of consumption. But unlike their fathers, all of them were strong individualists. Whereas organization men admired the salesman, their offspring admire the artist. Whereas organization men were conspicuous consumers, their children cherish creativity. Whereas organization men were dominated by sociability, their offspring pursue self-fulfillment.

Leinberger and Tucker suggest that social change is partially responsible for the new norms embraced by organizational offspring. During the past 30 years, we have seen major changes in the conditions of work, leisure, economics, family life, and politics. The huge number of acquisitions and mergers in the late 1980s makes a lie of the concept of corporate loyalty; many longtime executives were summarily dismissed without any cause other than a need to reduce corporate expenses. The dual-career family introduces competing sources of allegiance between work and home. Foreign competition and reduced profits put new strains on American business.

The resulting generational differences are often profound. As soon as they finished school, organization men married, went to work, and began having children. By their mid-30s, the last of their 2 or 3 children was born. By contrast, children of the organization men often remain in school through their 20s, marry even later, and are in their 30s when they have their 1.8 children.

An obsession with the self can be observed as a major element in the individualism of the organizational offspring. At home, in schools, and through

the mass media, the members of this generation were urged to enhance ‘self-expression’, ‘self-fulfillment’, ‘self-actualization’, ‘self-assertion’, ‘self-understanding’, and ‘self-acceptance’. Just as surely as their parents accepted a *social ethic*, the children of the organization men developed a *self ethic*.

The organization men were severely criticized for their almost robot-like obedience to corporate aspirations. But their children’s individualistic ideal has also come under attack. According to Leinberger and Tucker, the offspring have created the most radical version of the individual in American history – a thoroughly isolated individual who can’t make commitments, can’t communicate, can’t achieve community. The exclusive emphasis on the self has left many people feeling alone and anxious.

To the extent that organizational offspring remain committed to the self ethic, they are unlikely to provide the human resources for a competitive American work force – not unless the corporation adjusts to them. This is no small problem. There are approximately 19 million adult children of the organization men. What is more, as the offspring of the managerial class, they represent the middle and upper-middle classes – the very people who have historically dominated American business.

### **Reading Comprehension**

1. W.H. Whyte is considered to be ‘a father’ of the organization man. As for you, what features seem to sound the most persuasive?
2. Compare social and self ethic observed in the text. List the reasons affecting their appearance and development.
3. Why do you think both ethics were criticized?
4. Summarize the text in your own words.

## **II**

### **DIRTY WORK: WHO’S GOING TO DO THE UNPLEASANT JOBS?**

Every society has its ‘dirty work’: jobs that are considered repugnant, undignified, or menial. They may also be regarded as absolutely essential for the well-being of society. Throughout the world, much of the dirtiest work of a society has been reserved for those individuals considered to be outside the mainstream; for example, Pakistanis in England, Iraqis in Kuwait, and Turks in

Germany. At the same time, even the most prestigious occupations may include at least a few tasks that could be regarded as dirty.

As a historical trend, the increasing rationalization of American society has created a proliferation of specialized occupations from what was formerly thought of as merely another field's dirty work. Indeed, millions of Americans currently work in jobs that never even existed a few decades earlier: assistants to activity directors in nursing homes and day care centers, emergency medical technicians, dental hygienists, data entry personnel, paralegals, associate producers, home care workers, audiovisual equipment aides, television and radio interns, and so on. To an increasing extent, therefore, one occupation's dirty work has become another's *raison d'être*!

In the midst of the expansion of specialized occupational roles, some professionals have gained enough resources to subcontract much, if not all, of their dirty work to lower-paid specialists. For example, professors may assign the task of grading multiple-choice exams to their teaching assistants; many dentists have hygienists who perform routine dental care; and nurses often enlist nurses' aides to change bandages and bedpans. Accountants have their bookkeepers, physicians have physicians' assistants, and lawyers have paralegals.

What comes to be viewed as dirty work need not be the least bit dirty, at least in a physical sense. There is really nothing intrinsically repulsive about what we might choose to call dirty work. Instead, jobs are labeled as respectable or dirty based typically on a social construction: The members of a society share an understanding of the nature of their environment and apply that understanding to their definitions of occupational tasks.

In contemporary American society, for example, bankers are generally seen as holding a reputable occupational position. During the Middle Ages, however, the same job was regarded as too dirty for Christians to perform and was instead assigned to outsiders – specifically, to European Jews who were systematically excluded from respectable activities, such as farming, owning land, and joining the guilds of craftsmen. Generally, Jews were restricted to the despised occupation of lending money at interest – an activity regarded as essential by the church and the nobility as a source of outside financing for building, farming, waging war, or engaging in political affairs.

Its economic importance notwithstanding, usury was absolutely forbidden to the Christian majority on religious grounds. As viewed by the church, the lending of money for interest was sinful regardless of the amount of interest charged or the purpose for which money was borrowed. Thus, any Christian who lent money during the Middle Ages would have committed a mortal sin. In the view of the medieval church, however, Jews were headed for hell anyway, so their participation in money lending could add little to the eternal punishment that already awaited them in the hereafter.

Traditionally, dirty work in America has been performed at low wages by poor people, newcomers, and minorities who have had few other choices. In the southern colonies, slaves were forced to play the role of field hands or domestic servants, and indentured servants performed heavy labor to buy their freedom. During the 19th century, Chinese newcomers toiled to build the railroads and work the crops. At the turn of the 20th century, European immigrants performed unskilled, backbreaking labor for poor wages and under miserable working conditions.

Even today, many economic activities involving dirty work in areas such as restaurants, hospitals, and industrial agriculture continue to rely heavily on people from outside the mainstream – Americans of color and newcomers from Latin America, Asia, and Eastern Europe. According to sociologist Herbert Gans, these activities could not survive in their present form without depending on the substandard wages that they pay to their employees. More generally, Gans suggests that poverty may actually persist in part because it serves the important function of providing a low-wage labor pool that is willing to perform dirty work at low cost.

Of course, many respectable jobs also involve at least some tasks that most people would consider boring and unpleasant, even if they don't require getting their hands dirty. Take, for example, the role of police officer, which, according to the television image, consists exclusively of battling the forces of evil. Actually, the police spend much of their time and energy on more mundane matters, such as removing dead mice, controlling traffic, doing paperwork, helping citizens who have fallen out of bed, and answering false alarms. Many police officers actually go through an entire career without ever having to fire their weapons in the line of duty.

To complicate matters, the very meaning of what comes to be regarded as dirty work is partially determined by the prestige level of an occupation. Indeed,

the same tasks may be considered dirty when performed for low wages but respectable and clean when performed for a lot of money. Homemakers who are unpaid for providing services to the members of their family may occasionally feel bored with routine child rearing and the daily drudgery of preparing the evening meal, yet such tasks are not intrinsically boring. In fact, they are quite pleasant and satisfying – when carried out by a well-paid teacher or by a chef in a gourmet restaurant. One can only wonder what might happen to the desirability ratings of cooking and child rearing if homemakers were paid a decent daily wage.

Many people are physically sickened by the image of doctors as they perform surgery on their patients or, worse yet, conduct an autopsy. More than a few neophyte medical students have been known to go rubbery at the sight of a cadaver being anatomized. Yet Americans would hardly identify the role of doctor with dirty work. Instead, physicians continue to enjoy extremely high status with the American public, invariably being ranked ahead of most other occupations with respect to prestige. Apparently the most repulsive job is not necessarily thought of as dirty work. Is it a doctor's life-and-death struggle that makes the difference? In part, perhaps. But high income, prestige, and power can usually be counted on to turn the dirtiest work into good, clean fun!

### **Reading Comprehension**

1. Analyze the information about 'clean' and 'dirty' jobs. Can we say that there is a clear division of jobs in a society?
2. Comment on the attitude of the American society towards bankers during various period of its history.
3. What economic activities involve the so-called 'unpleasant' job? Focus on the forces to change it into pleasant and respectable.
4. Summarize the text in your own words.

## **III**

### **THE CHANGING WORLD OF ALCOHOLICS ANONYMOUS**

Only Bill Wilson could have imagined A.A. as it is today, because only Bill, among the old-timers of Alcoholics Anonymous, had such grandiose, improbable dreams. In the summer of 1935, there were only two A.A. members – Wilson, a failed Wall Street stockbroker, and Dr. Bob Smith, a practicing

surgeon – sitting in the Smith kitchen in Akron, Ohio, through half the night, chain smoking and gulping coffee and trying to figure out how they could sober up other drunks like themselves. The society they had founded would attract only 100 members over the next four years; it would not even have a name until 1939. Now there are more than a million and half of us around the world – members of the most successful, imitated, yet often misunderstood self-help movement of the 20th century.

About half of all A.A.'s are in the United States, the rest are scattered among 114 other countries. Many additional millions have passed through the movement and been made whole by its program, but A.A. periodically counts only those who attend meetings regularly.

For those in the know, there are clues to A.A.'s presence everywhere: the sign on a jeep's hood in a Mexican town that says the "Grupo Bill Wilson" will meet that night; a West Virginia bumper sticker advising "Keep It Simple". The Serenity Prayer, attributed to the theologian Reinhold Niebuhr and recited at the end of A.A. meetings, appeals framed on the wall in a South African living room or embroidered on a pillow in a chic Madison Avenue shop.

A.A.'s meet in Papogano, American Samoa, on Wednesday nights, at McMardo Sound, Antarctica, on Saturdays, and in Lilongwe, Malawi, on Mondays and Fridays. They find one another just to sit and chat between meetings in a doughnut and coffee shop on the main street of Peterborough, N.H., a town of 5,200 that has four A. A. groups. One of them is called Our Town in honor of Thornton Wilder, who took Peterborough as the model for his nostalgic play about American small town life. The belfry of a Roman Catholic church near Covent Garden in London and a bank's board room in Marin County, Calif., are reserved for A.A. meetings once each week. Some groups meet on ships, at sea or in port. To these exotic settings must be added the thousands of prosaic basements and halls in churches, community centers and hospitals where most A.A.'s inch their way back to a life of quality.

In the last decade or so, large numbers of Americans, mainly entertainers, have gone public to say they are recovered alcoholics. Almost all said their motivation, and their hope, was, by their example, to inspire still-drinking alcoholics to recovery. But the great mass of the membership everywhere is composed of more or less ordinary people. They are neither movie stars nor skid row bums; the great

drama of their lives has not been played out in the spotlight or in squalid flophouses. These alcoholics have suffered, increasingly isolated, in bars, in their own bedrooms, or in the living rooms of friends who have become estranged by their drunken behavior. Their recovery has been worked out in private.

Over the last 50 years, the substance of A.A. – its core literature, its program of recovery and its ways of looking at life – has changed very little. But in terms of the numbers and diversity of its members, A.A. today would be unrecognizable to its pioneers. In the early years, A.A. members were almost exclusively male, white, middle-class, middle-aged and of Western European extraction. They were men who had fallen very far, often from the top of their businesses and professions.

The A.A. of today is huge, increasingly international, multiethnic, multiracial, cutting across social classes, less rigidly religious than it was in the beginning, more accepting of gay people, and of women, who now form one-third of the total North American membership and about half of the A.A. membership in big cities. Increasingly, many turn to A.A. for help in earlier stages of their disease.

A much more abrupt and spectacular trend is that young people have streamed into A.A. in the last 10 years, most of them addicted to other drugs as well as to alcohol. Dr. LeClair Bissell, the founding director of the Smithers alcoholism center, in Manhattan, expresses the consensus of the alcoholism research and treatment world when she says: “There are almost no ‘pure’ alcoholics among young people anymore. They are hooked on booze and other drugs, or only on other drugs.”

It is common now at A.A. meetings to hear a young speaker say, “My name is Joe, and I’m a drug addict and an alcoholic.”

The dually addicted anger some A.A. members. One with 20 years of sobriety says: “This fellowship was formed to help suffering alcoholics, and alcoholics only. That’s why it has been so successful – we don’t monkey around with other problems.”

In a few communities, A.A. members have formed groups billed for those ‘over 30’. The message is clear: No druggies wanted. This development infuriates John T. Schwarzlose, executive director of the Betty Ford Center for substance abusers in Rancho Mirage, Calif.: “A.A. is the epitome of tolerance, flexibility and inclusiveness, but some drug addicts have told me about being turned away from A.A. meetings in the Midwest and South when they said they



were just addicted to drugs. Now I tell them to say they are both alcoholics and drug abusers.” In the big cities and at A.A. headquarters, attitudes toward the dually addicted are much more welcoming.

For a long time, Alcoholics Anonymous was believed to be a purely North American phenomenon. It was thought that its themes of self-help and volunteerism would not transfer to more relaxed cultures. A.A.’s I Ecuador-born coordinator for Hispanic groups voiced the early point of view among his Latin friends: “A.A. is OK for gringos, but not for us. In Latin America ... if a man doesn’t drink, he’s not macho.” To his surprise, A.A. began to boom among Hispanics in the 1970’s. Mexico’s membership of 250,000 is now second only to that of the United States. Brazil, with 78,000 members, and Guatemala, with 43,000, are next-highest in Latin America.

Until recently, A.A. had been unable to gain a toehold in Eastern Europe. The movement had been regarded there as possibly threatening, because of its precepts of anonymity and confidentiality, its religious overtones and the fact that it operates outside any government control. The only Eastern European nation to embrace A.A. has been Poland. Its Government finally recognized what it called the ‘psychotherapeutic’ value of A. A.

### **Reading Comprehension**

1. What kinds of people tended to be A.A. members during the organization’s early years?
2. Why is there controversy within Alcoholics Anonymous regarding the increase in the number of members who are ‘dually addicted’ to drugs and alcohol?
3. What stereotypes of A.A. and its members are held by some outsiders?
4. Summarize the text in your own words.

## **FINAL TESTS**

### **I. Mark the statements True or False and prove your choice.**

1. All researchers would agree that both biological inheritance and the processes of socialization play a role in human development.
2. Studies of animals raised in isolation support the importance of socialization on development.

3. During the preparatory stage identified by George Herbert Mead, children become skilled in role taking.

4. Experiments document that children do tend to become more aggressive and hyperactive after viewing a violent sequence on television.

5. In Wilbert Moore's view, if a job proves to be satisfactory, a person will enter a stage of socialization called continuous commitment during which the job becomes an indistinguishable part of the person's self-identity.

6. Charles Horton Cooley used the phrase looking-glass self to emphasize that the self is the product of our social interactions with other people.

7. According to George Herbert Mead, during the play stage children imitate the people around them, especially family members with whom they continually interact.

8. George Herbert Mead was among the first to analyze the relationship of symbols to socialization.

**2. Select the best of the four alternative answers.**

1. Isabelle was

- a) reared in an interracial family;
- b) kept in almost total seclusion for the first six years of her life;
- c) subjected to mistreatment in a mental institution;
- d) a child whose language skills were of genius caliber.

2. Say which of the following used the phrase 'looking-glass self' to emphasize that the self is the product of our social interactions with other people:

a) George Herbert Mead; b) Erving Goffman; c) Charles Horton Cooley; d) Harry Harlow.

3. According to George Herbert Mead, children begin to consider several tasks and relationships simultaneously during the

- a) preparatory stage; b) play stage; c) game stage; d) generalized stage.

4. A person leaves a singles' bar alone and later tells a friend: "There wasn't anyone interesting in the entire crowd." This is an example of

- a) impression management; b) studied nonobservance; c) face-work; d) resocialization.

5. The institution most closely associated with the process of socialization is the

- a) family; b) peer group; c) school; d) mass media.

6. \_\_\_\_\_ are the gestures, objects, and language that form the basis of human communication. Choose from the following:

a) roles; b) statuses; c) symbols; d) the looking-glass self.

7. Say in which of Mead's stages of the self children imitate the people around them:

a) the play stage; b) the game stage; c) the preparatory stage; d) the sensorimotor stage.

8. Mead is best known for his theory of

a) presentation of self; b) cognitive development; c) self; d) impression management.

## **PROJECT WORK**

**1. Research topic 1** Places such as teen centers, homeless shelters, food pantries, and crisis centers are all formal organizations established to help people. Sometimes these organizations are less bureaucratic than more official government aid agencies. Informal groups are often more apparent. Create a brochure that describes such social agencies in your neighborhood, city, or town. Identify as many agencies as you can, and list an address, phone number, and contact person for each. Then select one agency to call. Ask if you can interview someone who works there to get an idea of what the agency does. Ask him or her to describe the organization in terms of formality or informality. Ask about regulations, rules, and procedures. Does he or she think the procedures are generally helpful or a barrier to providing service? Create a special brochure on this organization alone. Share the results of your work with the social agency.

**2. Research topic 2** Using articles from the newspaper and magazines, find an article that is an example of groupthink. Using the article as a starting point, write a brief report that describes a model of group system in which the interactive roles of the individuals would have brought about a better outcome.

**3. Research topic 3** In this activity, you will look at generations as social categories. Write down some of the things that you believe define your generation – for example, skateboarding, extreme sports, rap music, etc. Then find adults in their forties or early fifties and ask them to define their own generation. What were the things that identified their generation? What are the things that define them now? Each list should include about ten cultural items of that generation. Share your findings with the class. If possible, bring in some items that represent the two generations.

## IRREGULAR VERBS

We cannot form the Past Simple tense of **irregular** verbs by adding -ed.  
Verbs which have the same Past Simple and Participle II are in **bold**.

INFINITIVE	PAST SIMPLE	PARTICIPLE II
arise	arose	arisen
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	<b>bent</b>	<b>bent</b>
blow	blew	blown
break	broke	broken
bring	<b>brought</b>	<b>brought</b>
build	<b>built</b>	<b>built</b>
buy	<b>bought</b>	<b>bought</b>
can	could/was able	been able
catch	<b>caught</b>	<b>caught</b>
choose	chose	chosen
come	came	come
cost	<b>cost</b>	<b>cost</b>
cut	<b>cut</b>	<b>cut</b>
deal	<b>dealt</b>	<b>dealt</b>
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	<b>felt</b>	<b>felt</b>
fight	<b>fought</b>	<b>fought</b>
find	<b>found</b>	<b>found</b>
fly	flew	flown

get	<b>got</b>	<b>got</b>
give	<b>gave</b>	<b>given</b>
grow	<b>grew</b>	<b>grown</b>
have	<b>had</b>	<b>had</b>
hear	<b>heard</b>	<b>heard</b>
hit	<b>hit</b>	<b>hit</b>
hold	<b>held</b>	<b>held</b>
hurt	<b>hurt</b>	<b>hurt</b>
keep	<b>kept</b>	<b>kept</b>
know	<b>knew</b>	<b>known</b>
lay	<b>laid</b>	<b>laid</b>
lead	<b>led</b>	<b>led</b>
learn	<b>learnt</b>	<b>learnt</b>
leave	<b>left</b>	<b>left</b>
lose	<b>lost</b>	<b>lost</b>
make	<b>made</b>	<b>made</b>
mean	<b>meant</b>	<b>meant</b>
meet	<b>met</b>	<b>met</b>
pay	<b>paid</b>	<b>paid</b>
put	<b>put</b>	<b>put</b>
read	<b>read</b>	<b>read</b>
ring	<b>rang</b>	<b>rung</b>
rise	<b>rose</b>	<b>risen</b>
run	<b>ran</b>	<b>run</b>
say	<b>said</b>	<b>said</b>
see	<b>saw</b>	<b>seen</b>
sell	<b>sold</b>	<b>sold</b>
send	<b>sent</b>	<b>sent</b>
shake	<b>shook</b>	<b>shaken</b>
shine	<b>shone</b>	<b>shone</b>
shoot	<b>shot</b>	<b>shot</b>
show	<b>showed</b>	<b>shown</b>
shrink	<b>shrank</b>	<b>shrunk</b>
shut	<b>shut</b>	<b>shut</b>

sing	<b>sang</b>	<b>sung</b>
sit	<b>sat</b>	<b>sat</b>
sleep	<b>slept</b>	<b>slept</b>
smell	<b>smelt</b>	<b>smelt</b>
speak	<b>spoke</b>	<b>spoken</b>
spell	<b>spelt</b>	<b>spelt</b>
spend	<b>spent</b>	<b>spent</b>
spread	<b>spread</b>	<b>spread</b>
stand	<b>stood</b>	<b>stood</b>
steal	<b>stole</b>	<b>stolen</b>
stick	<b>stuck</b>	<b>stuck</b>
strike	<b>struck</b>	<b>struck</b>
swim	<b>swam</b>	<b>swum</b>
take	<b>took</b>	<b>taken</b>
teach	<b>taught</b>	<b>taught</b>
tear	<b>tore</b>	<b>torn</b>
tell	<b>told</b>	<b>told</b>
think	<b>thought</b>	<b>thought</b>
throw	<b>threw</b>	<b>thrown</b>
upset	<b>upset</b>	<b>upset</b>
wake	<b>woke</b>	<b>woken</b>
wear	<b>wore</b>	<b>worn</b>
win	<b>won</b>	<b>won</b>
write	<b>wrote</b>	<b>written</b>

Look at the following verbs: *forget, forgive, understand, withdraw*. They follow the same pattern as the verbs *get, give, stand* and *draw*.

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